

# The MAGAZINE

OFFICIAL ORGAN OF THE  
**ALBERTA TEACHERS' ASSOCIATION**

MAGISTRI NEQUE SERVI



VOLUME XXI

NUMBER 10

## FOR A NEW EDUCATION



A new social order must be built and a new type of education must be worked out as an integral part of the construction of this inclusive human order. Probably the most inept statement uttered in the present crisis is one put forth by a professed publicist, who claimed that abandonment of the old education is the cause of the present confused and conflicting state of the world. The fact that the first act of totalitarian dictatorship is to close every school of the newer type, every school affiliated with the New Education Fellowship, is sufficient answer. The present state of the world bears witness also to the fact that any desirable new education must express and create fellowship.

JOHN DEWEY, Honorary President,  
Progressive Education Association.

JUNE, 1941

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# THE A.T.A. MAGAZINE



OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume XXI

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Number TEN

## EDITORIAL

### WHO RATTED?

WITH respect to the abortive recommendation that Premier Aberhart be asked to deliver the address at the University Convocation and be honored by the conference of the honorary degree of Doctor of Laws, the unfortunate facts have been published in the papers of the Province and wafted over the air by way of CBC broadcasts. So to set forth here a general statement of what occurred would be but needless repetition. The public now understand that an unanimous report of a Committee composed of the Chairman of the Board of Governors, the President, the Registrar, the Provost, and the Dean of each University faculty was rejected by the University Senate meeting on Monday, May 12th last by a majority of one—eighteen to seventeen in the morning and sixteen to fifteen in the afternoon. The public also have been asked to accept as *bona fide* the explanation that after all, the Senate is the authority, the sole authority, for the granting of degrees, and therefore there is nothing untoward or unusual in a responsible body declining to serve as a rubber stamp for any committee reporting to it.

RE the majority of one: If the list published in the *Edmonton Journal* of the number of members of the Senate present at the meeting is correct, there were 35 in attendance. It included the Chancellor, the Chairman of the Board of Governors, President Kerr, Dr. Kerby, principal of Mount Royal College (affiliated with the University), the Provost, the Registrar, and twelve other members of the University staff—eighteen in all. If, exclusive of Mr. H. H. Parlee, Chairman of the Board of Governors (who was in the chair and therefore would not vote except in case of a tie), each one of the remaining seventeen had voted one way there would have been a tie vote (seventeen to seventeen) and it would have been up to the chairman to break the tie. If we assume that the Chancellor did not

vote, then sixteen are left. Confident that many other members present (among them Dr. McNally, Deputy Minister of Education, Dr. W. G. Carpenter, Director of Technology Education, Dr. G. F. Lord, senior principal of Alberta Normal Schools, and Mr. H. C. Clark, representative of the Alberta Teachers' Association) did not "rat", either on their Minister or on the President or on the responsible committee making the recommendation to the Senate, we are driven, therefore, to the inescapable conclusion that several members of the University staff, possibly some of those members of the Committee itself, went over to the camp of the Philistines. It is reported that the President spoke against the innovation in Senate meetings of the vote's being taken by secret ballot: he thought everything should be open and aboveboard. However, Dr. Kerr's urgings fell on deaf ears—a shameful episode to relate that people vested with the dignity and responsibility of a place on the University Senate should so elect to lose caste by creeping behind the skirts of the secret ballot, grabbing at an unholy opportunity presenting itself to vent political hate and enjoy sadistic revenge. Not only that, but every member of the University staff who voted "nay" in this matter placed willy-nilly every other of his confreres present, whether just or unjust, decent or otherwise, under the cloud of suspicion and contempt for "ratting".

On occasion, some have been tempted to feel a measure of concern that a quota of the University faculty were unduly conservative in their attitude, that they always seemed to exhale with smug content the atmosphere of the cloister, but who for one moment would have suspected they would show themselves capable of so consorting with political skulduggery as inglorious as the worst traditions of the ward politicians? From time to time, during the past twenty-five years as we have listened in the Legislature when University estimates or other University matters have been under consideration, Ministers of

the Crown, without exception, have warded off criticisms and acrimonious debate relating either to the personnel of the staff or the administration of the University with a plea of this kind: "It would be a calamity to throw the University into politics". And that point of view has prevailed amongst the politicians in the Legislature itself—all honor to them. However, this must be said to the lasting discredit of many of those present at the recent Senate meeting, particularly the members of the faculty who "ratted"—they have hurled the University holus-bolus into the political ring. It has been suggested that by making the Premier an honorary Doctor of Laws, that of itself brought the element of politics into University affairs. This suggestion just does not hold water, for no such tainted suggestion has even been whispered when from time to time predecessors of Premier Aberhart were likewise honored at University Convocation.

**T**HE Rubber Stamp Argument: It is known that fourteen or fifteen years ago the procedure was decided upon by the Senate after due deliberation to appoint a special committee to deal with the matter of recommending to the Senate those to be distinguished by the conferment of honorary degrees. Most of those who are members of the present Senate were members of the Senate last year, and the year before that, and so on. If, during these previous years, there had been any suspicion that this special committee could not be trusted fully, or that their recommendations were inefficient or otherwise objectionable, or that the procedure itself was objectionable or questionable, why was this matter not brought up at previous meetings of the Senate, last year or other previous years? A notice of motion given to introduce any matter is always in order, so that at a succeeding meeting any fault can, if necessary, be remedied. But why wait until the present year to act? And what a way of acting it was! No, as a matter of fact, this excuse just will not register with honorable citizens, most of whom will conclude that the action of the Senate was taken: first of all because Mr. Aberhart led his party to victory in the election of 1935; secondly, because the people of this Province "deserved" to be insulted for being so "stupid" as to put back again in power the political arch-enemy and his ilk. They concluded evidently that here was one place where they might stick a dagger in the back of a hated political opponent when it was impossible for him to strike back. Unfortunately, however, there is a danger that although Mr. Aberhart personally might not be inclined to strike back under these circumstances, the Legislature which, after all, is the supreme authority in University matters will resent this insult just as much as do the teachers, irrespective of their political creed or religious faith.

**T**HERE is yet another very serious slant on this action of a very bare majority of the Senate—the prestige and worth of an honorary degree conferred by the University of Alberta has been so impaired that henceforth the award may be interpreted as a criterion that the political inclinations, affiliations or activities of the recipient have borne the unofficial seal

of approval of the majority of the members of the Senate: in other words, that the award is no longer to be an acknowledgement or an appreciation of an outstanding contribution made by the recipient to the knowledge of mankind or of a life devoted to the welfare, happiness or the holiness of human life.

**T**HE following letter to us from a prominent teacher (who we happen to know is not a follower of Premier Aberhart—politically, at least) voices in trenchant terms the writer's reaction to this indecorous action, this public rape of the University Senate, which heretofore, like Caesar's wife, has been held above suspicion.

"I am sure your sense of decency in human relationship was pretty terribly outraged by the action of the University Senate in refusing to stand behind the recommendations of its own Committee that Mr. Aberhart be given an Honorary Degree at Convocation, and be asked to give the Convocation Address.

"As throwing light on the internal organization of such a supposedly responsible body as a University Senate, to go no further than this, it was an atrocious and inexcusable exhibition.

"I think the Government would be justified in amending the University Act in such a way as to set forth in detail just how the Senate should conduct its business, much as is done for school board meetings, and might be done for a body of children.

"Even apart from any question of the merits or demerits of the question at issue, it seems to me the Senate should receive such a scorching for its methods of doing business as would make it sizzle for many a day to come."

Hosts of other honourable, fair-minded citizens of Alberta surely will endorse our member's sentiments. We also bring to the attention of our readers three editorials from the *Edmonton Bulletin* reprinted in this issue, which constitute a scathing indictment of the Senate for its action. This evidence showing that a considerable proportion of the personnel of the Senate has steeped itself in the mire of treachery and petty politics calls for no withholding of castigation.

\* \* \*

**An Editorial**  
**A TACTLESS TRICK**

More than two weeks ago a competent committee of the Senate of the University of Alberta decided to ask Premier William Aberhart to deliver the convocation address on May 19.

As is customary in such cases, it was unanimously decided also to ask Mr. Aberhart to accept the honorary degree of Doctor of Laws on that occasion.

This invitation to speak and to accept an honorary doctorate was formally conveyed to the Premier by Dr. W. A. R. Kerr, President of the University. Mr. Aberhart signified his willingness to be the recipient of both these honors. It was then announced by Dr. Kerr in the press that Mr. Aberhart would speak on May 19 and would be awarded the degree offered him.

Two days ago, the full Senate met to arrange final details of the convocation. When the matter of honorary degrees came up, the Senate rejected the recommendation of its responsible committee, and twice on two secret ballots flatly refused to confer a degree on Premier Aberhart.

The public would like to know why. The public is entitled to know why.

Because, as the matter stands now, this absurd affair appears to be one of the most despicable tricks, one of the most tactless fiascos and one of the most undignified procedures ever to occur in the Dominion of Canada.

Apart from all political considerations, there was every reason why Mr. Aberhart should have been accorded this honor. Before he entered political life, he was a distinguished educationalist. As principal of the largest high school in Calgary, he had exercised wisely and well, a tremendous influence on the youth of the province.

After he entered political life, he so revised and amended the public school system of Alberta that it stood head and shoulders above other provincial systems in Canada and was copied, in many details, by other provinces.

The committee of the Senate that recommended Mr. Aberhart for a degree realized his tremendous service to education. The full Senate, small and full of malice, could see only a political opponent.

The Senate committee rose above political considerations. The full Senate grovelled in front of them.

Now there is no affront to Mr. Aberhart in this petty business. No matter how one may feel personally towards Mr. Aberhart, everyone should realize that the inherent dignity in the office of the premiership is so far above the mean machinations of little men that it cannot be touched by them.

But there is an affront to the dignity of the University in this sorry affair. There is an affront to Dr. Kerr who was unwittingly made the instrument of what could only have been a calculated insult to Alberta's self-respect. There is an affront to the people of Alberta who are made ridiculous throughout Canada.

We may expect politics to be played in parliaments. We do not expect nor will the public permit politics to be played in universities.

This is a miserable trick that humiliates and degrades and makes ashamed every educated man and woman in the province. The public demands a full explanation from the majority of the Senate responsible for it.

—*Edmonton Bulletin.*

#### An Editorial

##### "TOO DELICATE TO DISCUSS"

Dr. W. A. R. Kerr, President of the University of Alberta, and H. H. Parlee, K.C., Chairman of the Board of Governors, decline to issue any public statement on the current honorary degrees fiasco because they say "the situation is too delicate to be discussed".

The only thing that can make any such matter "too delicate to discuss" is the refusal of those concerned to take the public into their confidence.

This absurd and preposterous instance of Indian giving is not too delicate to be discussed on every street corner and in every barber shop in Alberta. It is not too delicate to be discussed over every dinner table in America whether it has been carried by press wires as an unprecedented example of vicious political intrigue.

We can thoroughly understand the reticence of Dr. Kerr and Mr. Parlee because they have been humiliated beyond words. After having offered these honorary degrees to the proposed recipients in good faith and with competent authority, they were placed in the unenviable position of having to withdraw those offers because, allegedly, a little gang of politicians in Calgary found that one of those degrees would give academic kudos to a hated political opponent.

That is no reason, however, for the failure of these gentlemen to enlighten the public as to exactly what happened.

The public pays for the University. It is entitled to know, in minutest detail, every incident that lowers the status and prestige of that University.

And certainly the University of Alberta comes out of this silly affair with a big, shining black eye.

No one cares particularly about the personal feelings of those whose honorary doctorates were offered to them and then rudely drawn away. So far as these gentlemen are concerned, they were merely the victims of reprehensible bad manners. It is always the boor who suffers in the public estimation—not those whom the boors offend.

But everyone does care about the introduction of a nasty political intrigue into the affairs of the University. If politicians have been hurt in this unpleasant scuffle, let the politicians look out for themselves. They can do it. But when the University is hurt in this disgraceful business, every man, woman and child in the province is injured because it is to them that the University belongs.

That is why the people of Alberta, the educated people of Alberta, who are jealous of this province's educational prestige, demand to know exactly what is going on.

That is why they will not accept the specious plea that the matter is "too delicate to discuss" as a complete answer to their interested queries.

Secrecy increases tension and suspicion. Frankness and candor dispel those unpleasant clouds.

—*Edmonton Bulletin.*

#### An Editorial

##### WHAT IS ALBERTA TO THINK?

The indignant people of this province have deliberately stifled discussion of the honorary degrees fiasco during Convocation week so that the worthy consummation of a notable year's work at a very notable University would not proceed in embarrassment.

Now that Convocation is over, however, and the term's work is finished, they again demand some reasonable explanation of why bias and prejudice were permitted to employ the University's prestige and authority for their own shameful ends.

Premier William Aberhart's service to the public school system of Alberta since he became Minister of Education in 1935 and his previous service of 25 years as head of Calgary's largest high school well entitled him to academic recognition. To deny him that recognition because of his political beliefs was a piece of intrigue unworthy of the Senate.

No previous degree was ever awarded for a cultural service greater than that of Mr. Aberhart to the cause of education in Alberta.

It is not enough that men in positions of knowledge and authority should maintain a discreet silence and by their very silence, admit that a disgraceful and stupid mistake had been made.

The people of Alberta are well aware of that mistake and the venality of it. What they demand is some guarantee that it will not happen again. What they insist upon having is assurance that the University of Alberta will never again be made the instrument of personal spleen and animosity.

It is not for the press or public to dictate to the University in the matter of awarding honorary degrees. These honors should no more be awarded on the basis of public clamor than on the basis of political influence.

Thus, the public wants to be able to leave the decision, in regard to honorary degrees, to the men of academic understanding who should compose the University authority.

But how can the public be content to leave these decisions to a body which, in one flagrant instance, has abused this function by employing it to humiliate a man against whom some of its members presumably cherished antagonism?

If a majority of the University Senate abused their trust by withholding a proffered degree through personal spite, is the public not justified in the apprehension that this majority might hand out honorary degrees on the basis of personal favoritism?

It is against this injection of personal influence and personal bias in its University business, that Alberta wishes to be secure.

Our people demand some satisfactory guarantee that this sort of thing, this prostitution of a splendid University's high purpose, shall not occur again.

Dignified silence is not enough. Silence might mean anything. We want assurance. Failing this assurance, what is Alberta to think?

—*Edmonton Bulletin.*

# LIFE MEMBERS

The following is a complete list of those who have been granted Life Membership in our Association, together with the year when Life Membership was conferred:



Miss Alice Jane Birch, '40  
 Miss Edith Boles, '40  
 C. E. Brandow, '39  
 Miss Jennie Calder, '39  
 Miss Annie Campbell, '39  
 Miss Emma Chegwin, '35  
 Miss Kate Chegwin, '35  
 Miss Kate Clark, '40  
 Miss Rachael J. Coutts, '34 (deceased)  
 Miss Mary Innes Currie, '40  
 Miss Margaret Derby, '39  
 Charles G. Elliott, '39



MISS JENNIE ELLIOTT

Miss Jennie Elliott, '40  
 Harry Leslie Fisher, '40  
 J. H. Gamble, '38  
 Mrs. Sylvia Gidman, '38  
 Miss Florence Hallock, '38 (deceased)  
 Miss Janet Harley, '35  
 Miss Winnie Henderson, '39  
 Miss Alice S. Holmes, '35  
 Miss M. L. Holmes, '35  
 Major Hector Kennedy, '39  
 Miss J. McColl, '39  
 Miss Jessie MacDonald, '38  
 Miss Kate MacDonald, '38  
 Miss Marion Mackay, '39  
 Miss Belle McMartin, '35  
 Miss E. E. Martin, '39  
 Miss Margaret Barton Moore, '41



MRS. ELSIE A. SMITH



J. W. VERGE

William Nixon, '35  
 Miss Jane Ann E. Norton, '40  
 Mrs. A. Nunnelly, '39  
 Ben Parker, '35  
 Miss Margaret Reith, '40  
 Miss Clara Isabella Sanderson, '40  
 Mrs. Elsie A. Smith, '40  
 Miss Susie Smith, '39  
 T. E. A. Stanley, '38  
 Miss C. B. Syer, '38  
 J. G. Taylor, '39  
 Mrs. Ida F. Terry, '35  
 Alfred Arthur Thompson, '40  
 Miss M. B. Tier, '39  
 Miss Jean Adams Ann Topp, '40  
 Joseph William Verge, '40  
 Mrs. Alice P. Wanless, '35  
 Mrs. Jean Williamson, '35



MISS JEAN A. TOPP



MISS MARGARET REITH



MISS M. B. MOORE

—Cuts by courtesy of *Calgary Albertan* and *Edmonton Bulletin*.

# Report of the General Secretary-Treasurer to the Annual General Meeting, Easter, 1941

The past year has been one of consolidation with respect to administrational matters both by School Boards and by the A.T.A. There are now 48 school divisions operating in the Province, leaving but approximately 141 one-room schools outside the divisions. It is understood that there are two areas yet to be included in divisions, one centering upon Fairview in the Peace River country, and the other south of the Saskatchewan River and west of the Clover Bar and Wetaskiwin Divisions. When these last two divisions are organized there will be but approximately 70 (even less) one-room schools not included in a division.

## ORGANIZATION

There are now 63 chartered locals, including: the 48 divisional locals; two areas not yet organized as school divisions (Fairview and Pioneer); Mount Rundle (Canmore and Banff); Crow's Nest Pass; Turner Valley; Calgary Public and Separate; Edmonton Public and Edmonton Separate; Lethbridge City and Medicine Hat. It is to be regretted that trace has been lost of a few of the Sub-local certificates. Much inconvenience has been caused by locals and sublocals not reporting after election of new officers. This results in preventing the office from immediately putting on tracers for the charter or certificate until too late, and also it precludes the office from sending circular letters and other documents to the right officials of the local.

The outstanding feature of the year's work has been the rounding off of the organization of the divisional locals. Generally speaking these locals are functioning well and, the very rare exception proving the rule, the salary negotiating committees have developed very amicable relationships with their school boards. Furthermore, the locals are more and more depending upon themselves rather than Central Office with respect to negotiating their agreements with the boards, and seldom do they invoke assistance from Head Office unless a crisis develops. Also the divisional locals have taken off the shoulders of Head Office disputes between individual members and the school boards regarding such matters as adjustment of salaries, troubles between rate-payers and teachers, and transfers. It is a healthy sign that many of the divisional school boards provide for teacher representatives to appear at meetings of the board and iron out difficulties in connection with the aforesaid matters. Some boards have recognized a grievance committee, and friendly interchange of opinion results. There are fewer and fewer appeals made for representatives of the Provincial Executive to appear at general meetings of the locals, and the function of the members of the Provincial Executive seems to be more and more to confer with the executives of the locals in times of difficulty.

Again, the policy adopted with regard to Fall Conventions (which in every case are coincident with the Annual Meetings of the divisional locals) has enabled the General Secretary or other members of the Provincial Executive to make contact with every Annual Meeting of every local at Convention time.

The meeting places of the local associations or their Executives are generally on a main highway, in fact, all but Lac Ste. Anne, St. Paul, Bonnyville, Two Hills, Foremost and the Peace River Divisional Locals hold their meetings or Executive meetings at central points on weatherproof roads. The transportation difficulty has therefore been largely eliminated.

Of great assistance to salary schedule committees have been the several group meetings of representatives of adjoining locals to interchange opinion on salary schedules: Camrose, Vermilion, Edmonton, Calgary, Lethbridge.

## OFFICE

The work of the office has been changed significantly since the enactment of *The Teaching Profession Act* and the establishment of the divisions. In the old days a tremendous amount of time and expenditure of money was required in securing members, addressing membership rallies, sending out individual membership certificates, pressing salary claims, adjusting individual difficulties between boards and teachers, etc. Now, however, for these activities there is substituted additional routine work; it takes one person's time almost exclusively to enter changes in the Magazine mailing list and keep a record of names, addresses and locations of teachers. The collection of local fees and remitting them to the locals has very heavily increased the load of bookkeeping, as has also the crediting of members (now month by month) on their individual records, for Provincial fees collected on behalf of such members. The establishment of the library is also no light burden: looking after the books, their ordering and their mailing, keeping track of the lendees and the recording of preemptions on books, all takes considerable time. In addition to this, a good deal of the printed material is put out by our own office, and the number of locals who use the office for printing of stationery, local news bulletins and musical festival material is increasing steadily.

## LEGISLATION

There is every reason for the membership to feel gratified because of the legislation passed during the session recently adjourned.

**Amendments to The School Act:** While to provide a document setting forth in detail the various changes relating to teachers made in *The School Act* would take up considerable space, their whole purpose and effect may be synopsized as follows:

1. To provide teachers with the legal right to bargain collectively and to provide methods of implementing such bargaining.
2. To abolish the individual standard form of contract and substitute therefor collective agreements between school boards and negotiating committees of any local on behalf of its members.
3. To provide that every school board having under its jurisdiction more than one room shall be required to adopt a salary schedule and pay its teachers in accordance therewith.
4. To clarify the matter of a Board of Inquiry into disputes between teachers and boards other than disputes relating to termination of agreement.
5. To provide for suspension of pupils for damage to school property until such damage is made good by the parents or guardians of such pupils.

**1. Implementing of bargaining powers:** Amendment has been made to *The Industrial Conciliation and Arbitration Act* as follows:

"Section 2 (e) "Employee" means any person employed by an employer to do any work for hire or reward in any employment to which this Act applies, and shall include every teacher engaged under *The School Act*, 1931, and amending Acts, but does not

include employees in domestic service or in agriculture;

(f) "Employer" means any person employing one or more persons, or any number of employers acting together or who, in the opinion of the Minister, have interests in common, and shall include every Board of Trustees of a school district and every Divisional Board constituted pursuant to *The School Act*, 1931 and amending Acts;"

The effect of this will be to provide penalties for any school board refusing to bargain collectively and, in the event of a deadlock in negotiations, application would be made through the Association for the appointment of a conciliation commissioner. In the event of the latter's being unable to effect a settlement, a Board of Arbitrators of three members consisting of a representative of the school board, a representative of the teachers and a third party mutually agreed upon by the other two is appointed. Section 160 of *The School Act* has been so amended as to restrict the Board of Reference to dealing only with dismissals of teachers. All other disputes, for instance, those relating to salary schedules and other matters of interest to the teachers, may come within the scope of *The Industrial Conciliation and Arbitration Act*.

2. Individual contracts abolished: In future the teachers of Alberta will operate under what might be called an engagement system rather than a written, individual contract system of employment. All teachers regularly employed will no longer be required to sign a standard form of contact. Once a teacher receives notification of appointment by a school board and accepts the appointment in writing, the engagement will be looked upon as effected. The salary conditions governing the engagement will be provided for in the schedule of salaries—the collective agreement made between teachers' representatives and the school board. In other words, when a teacher is engaged he must be paid in accordance with the salary schedule. This will also have the effect of, so to speak, cancelling every individual contract now in existence. Teachers will therefore appreciate the significance of exercising care in drafting the collective agreement between the board and teachers, and of seeing to it that there is no provision in any schedule whereby the board can assume the right to appoint or pay any teacher more or less than is provided for in the schedule. It should be noted that if a group of teachers accepts any such clause as the following as part and parcel of their schedule they will simply render nugatory the very principle and practice of a salary schedule and of collective bargaining:

"The Board reserves the right to pay a salary in excess of that provided for in other clauses of this schedule to any teacher, if, in the opinion of the Board, this seems advisable."

The amendments now provide, in case after case where the words "contract of engagement" appear in the Act, for these words to be replaced by "agreement or engagement." With reference to salary, the word "contract" is replaced by the words "salary schedule of the Board." Our Solicitor is now working on a suggested satisfactory form of collective agreement for the guidance of locals.

3. Salary Schedules for all boards: Your Salary Committee is reporting separately to this Annual Meeting; nevertheless, it may be in order here to suggest that no matter is of greater immediate importance than the carrying through with efficiency and justice the negotiating of salary schedules between town, village, consolidated and city school boards and their respective staffs. A tremendous burden will be thrown on the shoulders of the negotiating committees of the locals by reason of the fact that all teaching staffs of the towns, villages, etc. within a divisional area are members of a divisional local. Therefore, two very important matters will have to be decided in every case

when negotiations for a salary schedule are opened between the respective school boards and the representatives of their staffs:

(a) Should the negotiating committee of X-town (or village, etc.), be composed in part or in whole of members of the staff of the X-town school; or

(b) Should the negotiating committee for X-town (or village, etc.), be the salary negotiating committee of the divisional local?

At a previous Annual General Meeting the general opinion was that, although it is advisable for some member of the school board's staff to be a member of that school staff's negotiating committee, it is inadvisable for the whole committee to be composed of members of the school board's staff.

4. Board of Inquiry: The amendment to Section 160 of *The School Act* whereby the Board of Reference is left to deal with one type of dispute only (dismissals) was necessary for the reason that the legislation as it previously read was neither explicit nor easy to interpret. On occasions when any dispute arose before midsummer the judge was likely to be tied-up for a considerable period with his court duties and thus the investigation was in danger of being seriously delayed. Furthermore, under the Board of Reference there was no provision made for the dispute to be aired anywhere except in the formal court proceedings. Under *The Industrial Conciliation and Arbitration Act*, however, provision is made for a conciliation commissioner to endeavor to get the two parties together and, only as a last resort, does the matter go to formal inquiry.

5. Suspension for property damage: A minor amendment concerning teacher and school board was also passed giving power to suspend or expel from school any pupil guilty of wilful damage to school property if damage is not made good by the parent or guardian of such pupil. The effect of this amendment is really to make Regulation 15 no longer liable to be held legally questionable, by furnishing an authoritative base within *The School Act*.

#### AMENDMENT TO THE TEACHING PROFESSION ACT

By reason of certain difficulties arising from technical arguments submitted, that neither *The Teaching Profession Act* nor the Bylaws Relating to Discipline made thereunder give any authority for legal compulsion of witnesses to attend hearings of the Discipline Committee if necessary, request was made to the Minister so to amend Section 6 of the Act as to enable a Discipline Committee set up under the Bylaws of the Association to conduct effectively its investigations into charges of misconduct and unprofessional conduct made against members of the Association. It was requested that, where a witness refuses to attend before the Committee or refuses to answer proper questions, or to produce documents, an application may be made to a Judge of the Supreme Court for the attachment of such person as for contempt of Court. The request was favorably received and the following was inserted in the Act:

"(4) Any witness failing to attend before the Discipline Committee constituted pursuant to the Bylaws of the Association Relating to Discipline in obedience to a notice requiring him to attend and give evidence before such Committee or failing to produce any books, papers or other documents or in any way to comply with such notice or refusing to be sworn or to answer any question allowed by such Committee shall be liable to attachment upon application by notice of motion to a Judge of the Supreme Court and may be punished as for contempt of court; and where such witness is the member of the Association whose conduct is being investigated, such failure or refusal shall be deemed unprofessional conduct within the meaning of the Bylaws of the Association Relating to Discipline."

## DISCIPLINE COMMITTEE

Each case heard by the Discipline Committee during the past year related to a teacher who, after accepting in writing a board's letter of appointment, dishonored that obligation. There were six cases heard and four teachers were found guilty and penalty was inflicted.

Although it might be urged that a teacher's word, written or otherwise, should be as good as any bond, and although Section 156 of *The School Act* did give a school board or teacher a legal hold each on the other in case a written offer of appointment had been accepted in writing, it should be noted that under *The School Act* as amended such an acceptance now is still more binding than before. In fact, since no individual contract is to be signed in future, these written documents, appointment and acceptance, will be of a more binding legal nature than in the past; they will take the place of the former formal contract of engagement. So teachers must be more careful than ever NOT to write accepting employment unless and until they have made up their minds definitely, without any possibility of change, that they must hold themselves bound to the board concerned.

## AMENDMENTS TO TEACHERS' RETIREMENT FUND ACT

The most significant change made in *The Teachers' Retirement Fund Act* during the past session was that requiring certain school boards to contribute ½ per cent of the salary payroll to the Fund. The amendment reads as follows:

"6a. (1) From and after the first day of July, 1941, the board of trustees of every city, town, village and consolidated school district (not being within a school division) shall pay into the Fund at the end of each month an amount equal to one-half of one per cent of the total amount of salary earned in such month by each and every of its teachers required to contribute to the Fund.

"(2) In the event of the failure of any such board of trustees to pay any such amount as aforesaid, the Department of Education may retain semi-annually at the end of each school term from the grants payable to each such school district under *The School Grants Act* in aid of schools organized and conducted under the provisions of *The School Act*, 1931, an amount equal to the amount which such board of trustees is then in default and shall pay over to the Board for the purposes of the Fund the moneys so retained, and all moneys so retained and paid over shall be deemed to have been paid over to and received by such board of trustees on account of the Legislative Grant to such school district for that term.

"(3) Every such board of trustees shall make due provision for the payment required by it to be paid and shall make no deduction whatsoever from the salary of any of its teachers by reason of any such payment.

"(4) The Board shall credit all sums received by it, pursuant to the provisions of this section, to the reserve account mentioned in subsection (2) of section 5."

Since the Board of Administrators will deal with these matters at the Tuesday morning session of this Annual General Meeting, further comment here is unnecessary.

There were other but minor amendments passed also, requiring school boards authorized to remit directly to the Fund, to remit the deduction from the teacher's salary at the end of each month, instead of following a (not uncommon) policy of retaining such moneys and using them to bolster the board's cash position. Every delayed payment of this kind means delayed investment of money, with resultant loss of income and interest to the fund.

## FALL CONVENTIONS

The new departure for Fall Conventions was eminently successful this year, although the expenditure involved was

considerable. On the other hand, it was felt well worthwhile. The local convention plan was organized in co-operation with the Supervisor of Schools and the Chief Inspector of Schools, and thanks of the Association is due to the Department for their kindly interest in the project. The objectives aimed to be obtained as set forth in the Annual Report of the Department cannot be improved upon:

"(1) Convention centres to be chosen where there is sufficient hotel accommodation for the number of teachers attending; and to which there is convenient access by car, bus or railway.

"(2) An attendance large enough to warrant the bringing in of one or two outstanding educationists as guest speakers.

"(3) The possibility of using the services of Normal School instructors or other Departmental officials.

"(4) Spreading the convention dates over a period of several weeks, so that the guest speakers may tour a large part of the Province.

"(5) An arrangement serving best the convention needs of all the teachers of the Province, with only secondary consideration for the special interests of any one group."

It might be said that the plan of grouping at convention centres was approved by divisional superintendents, and the conventions were held according to schedule.

## DEATH OF MISS COUTTS

It is with deepest regret that we record the passing of Miss Rachael J. Coutts, in Calgary in August. Miss Coutts was a member of the first elected Executive Council of the A.T.A. She was one of the charter members. Always taking the keenest interest in the work of the Association, her high intelligence, wisdom and appreciation of the needs and possibilities of a teachers' association were an inestimable influence for soundness during the formative years of the Organization. Right up to the last, even after she left the active teaching work and was retired as a member-at-large—she always continued to be intimately associated and concerned with the work of the A.T.A. Her generosity in sacrificing time and money for the A.T.A., and her donations and work for charitable organizations, having regard to the limits of her purse, were outstanding—yes, even beyond the limit of her purse—and withal her ready wit, depth of sincerity and purity of heart makes those who were privileged to know and understand her grateful for having been privileged to associate and work with her.

## CONGRATULATIONS

Congratulations are extended to Past-president Harry C. Sweet who was appointed High School Inspector to take the place of Dr. A. B. Currie. Congratulations also are to be extended to the following members who were appointed Inspectors of Schools during the past year:

H. S. Baker	A. W. Reeves
E. G. McDonald	J. F. Swan
R. E. Rees	J. F. Watkin

Lists from time to time appear in *The A.T.A. Magazine* of members of the Association who have joined the Canadian Active Service Force or assumed other duties in connection with war work. However, since sometimes we are not notified until months after the teachers have gone, the list published from time to time in the Magazine is not a full one. High School Inspector Balfour, as well as High School Inspector Frame has joined the Force. To these gentlemen and all other members (and therd is a goodly proportion of them in comparison with those engaged in other vocations and professions) we not only extend hearty congratulations on their choice, but the kindest hopes and earnest wishes for their safe return goes with them.

## THANKS TO DEPARTMENTAL STAFF

It is with great pleasure that I report the consideration shown from time to time to the A.T.A. by the Departmental Staff. The frankness shown by the Deputy Minister, Supervisor of Schools, Chief Inspector, and others, and the friendly way in which your officer is treated should not be left officially and formally unacknowledged. One can be certain that when any suggestion made in your behalf does not meet with their approval, there is no mistaking their attitude which is shown in such a manner as to leave not the slightest sign of offence, and furthermore, members of the Association can always rest assured that whenever consideration can be given to requests of the teaching profession, it is not withheld unless in their opinion the suggestions or resolutions of the Association conflict with the interests of the public. Thanks should also be extended to the Registrar and the chief of the School Grants Branch for their kindly attitude at all times.

## SALARY SITUATION

The present salary situation is by no means bright or easy: it would be an exaggeration to say that the prospects are bright in any single division. The following facts are self-evident:

(1) **The cost of living is progressively increasing without any compensating increase in remuneration for teachers.** We quote from the *Edmonton Journal* of February 6th last:

"Retail food prices in Canada rose sharply in September and October last year after maintaining a fairly even keel since November, 1939, the Dominion Bureau of Statistics has reported. To show the effect of retail price changes between August, 1939 and December, 1940, the Bureau listed a series of newly-constructed indices for eight principal cities. During the period under review, Halifax showed a percentage increase of 15.2, Saint John 12.4, Montreal 10.5, Toronto 7.6, Winnipeg 10.2, Saskatoon 12.1, Edmonton 9.8 and Vancouver 9.1 per cent."

Coleman is the only school which has shown any evidence of a desire to make any increase in salaries to their teachers to offset the increased cost of living.

(2) **The present schedules of salaries are inadequate,** whether in the cities, towns, villages or divisions. Since the labor market is becoming more and more attractive financially to teachers, and with the call of King and Country becoming more insistent to male teachers, the prospect of a very serious shortage of qualified teachers to operate schools will develop correspondingly. Nor does this danger and increasing danger embrace Alberta alone. Crisis is now very apparent in Manitoba and the pernicious practice of "permits" has been re-exhumed. If this happens in Alberta the recent advances and years of effort in weighing superior professional and academic training will be thrown overboard. The writer recently met a bright young man driving a truck. Until recently he was a teacher, one really worth keeping in the work; he liked teaching and his inspector's reports show he was doing a first class job in the school. But he is a married man with a family and his sense of duty to wife and children—their need—impelled him to quit his school to earn 60 per cent more than his divisional school board would pay for teaching. Another case that might be cited is referred to in the President's last News Letter, where a teacher finds it more profitable to take a job in a gasoline filling station. These are but examples showing the general trend. It is suggested in all earnestness that many of the school boards should concentrate a little more on attempting to convince ratepayers that a real danger confronts the latter's boys and girls instead of concentrating so much on "The taxpayers won't stand for a higher mill rate." The negotiating committees of divisional locals without exception report that the divisional school boards, although sympathetically listening to the teachers' case, say they can not and will

not revise upwards the schedule of salaries or delete the percentage cuts in effect. The contention generally made is that the ratepayers' reaction to any increase in the mill rate would, likely, result in an actual lowering of the amount of money collected on taxes. This may be the case in certain divisions where the assessment is low and where there is very little production, but it is to be questioned whether, if the ratepayers were led really to understand the situation, their interest in their boys and girls would not induce them to acquiesce in paying a little more to secure and maintain well-trained, ambitious and successful teachers.

Chief Inspector Fuller makes this statement in his annual report to the Department of Education:

"The inability to market the whole crop has made money rather short, since delivery quotas are set at twelve to fifteen bushels per acre. While grain prices are low, however, livestock and dairy products provide substantial revenue. Owing to the smaller payments received, farmers are spending more carefully. This has worked to the advantage of the rural communities in one sense, in that there has been less opportunity for large scale spending at crop marketing time, and a more equitable distribution of farm revenue for the purchase of necessities and for the payment of taxes. Reports agree that payments on contractual debts were fairly well maintained, while the volume of business at the end of the year reached a surprisingly high level."

Again, in reference to the payment of taxes by municipalities Mr. Fuller states:

"Municipalities have found that payment of taxes has been considerably retarded by the quota restrictions placed on the marketing of wheat. Municipal secretaries are taking numerous assignments on future deliveries of wheat. Collections became unusually heavy, as might be expected, immediately prior to December 15th, the end of the discount date. The total collections over the Province should approximate those of 1938 and 1939 which were good years."

Yet again, the fact remains that the Alberta farm products for 1940 exceeded the value of the previous year's products by more than twenty million dollars.

An examination of the table of statistics and the graph relating to school divisions attached to this report will reveal outstanding differences in educational effort as between division and division. Members will note that in three cases the divisional board received an amount from the Government in the form of grants actually in excess of the total amount of the salaries paid to their teachers in 1940. Furthermore, this table does not include many special grants made to certain divisional boards to assist them in meeting accrued liabilities in the form of unpaid teachers' salaries before the divisional boards took over.

There is another very serious obstacle placed in the way of teachers' salaries in many of the divisions, that of paying for alterations to schools and new buildings out of current revenue. Everybody well understood that when the divisions took over, buildings and equipment throughout the rural areas had got to the very lowest level. Possibly a large number of the individual school districts deliberately refrained from keeping their plant up to date or from constructing a new school, in anticipation of having the burden placed on the divisional boards which would have to take over the schools later. However understandable it may be that divisional boards, and possibly the Government also, were loth to have propaganda developed against the divisions by reason of increased expenditures and higher mill rates, nevertheless, it seems to us that any school board raising the mill rate to provide new buildings and other capital expenditures would have an unanswerable defence. It is contended that it is an injustice to the teachers for the salary appropriation to be curtailed by reason of those capital expenditures which otherwise sooner or later would

need to have been met by the individual school districts. The principle of departing from the practice of issuing debentures for the construction of school buildings, thereby relieving the rate payers of the future from payment of interest and principal, may be sound in itself. On the other hand, surely if the school board desires to construct new buildings and pay spot cash, the ratepayers should be prepared to meet a higher current expenditure to offset future levies year by year in paying the debenture interest and appropriation for the sinking fund. Many school boards maintain there is no market for school debentures at the present time, therefore there is no option for them in this matter; others take the position that the issuance of debentures is unnecessary. Of course, it is unnecessary if pared appropriations for teachers' salaries will cover these capital expenditures. But is it fair to the teachers? Again, some of the buildings constructed by certain divisional school boards, even those who are paying for them out of current revenue, are of a very costly type, two or three times the price of the ordinary rural school of the past.

When one considers that Great Britain today, with her fifty-two million dollars per day war expenditure and an income tax levy of fifty per cent of incomes, and who, nevertheless, subject to tremendous additional expenditure on education owing to evacuation and adjustment of evacuees in schools and temporary buildings—in spite of all, is providing for increase in ordinary educational expenditures and increases in salaries to the teachers to compensate for the increased cost of living, it does make one wonder whether or not the people of Canada, of Alberta, have any comparative degree of respect and consideration for the worthwhile-ness of the education of the future citizens of Canada.

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When one finds school divisions able to operate on less than six mills and begrudging any increase, while other really needy divisions have levied themselves to the extent of twenty mills, one is inclined to feel a degree of humiliation. It is for the teachers to consider how they may meet the developing crisis in this Province and throughout Canada, so that the school board members and the public who support them may be brought to realize, as Aubrey Williams, director of National Youth Administration, puts it:

"People have got to make up their minds to quit griping about paying the bill for education. To my mind, it's one of the best investments society can make. It is a choice between democracy and gangsterism such as Fascism or Nazism."

Britain has quit griping about paying the bill for education. She realizes it is the best possible investment, yes, even during a time of agony and suspense; where the bombs are falling and the fires blazing, education is still the best investment; it is the choice between democracy and gangsterism.

Respectfully submitted,  
**JOHN W. BARNETT.**

It is becoming increasingly evident that if we are to re-organize the programme of our schools on the basis of the needs of pupils we must understand children better. Each teacher must somehow build a background which will enable her to feel with a child as he progresses along the continuum of his life span. She must be able to interpret a child's actions and moods in terms of development (a moving-on-ness) as well as in terms of his relation to his classmates at a given time.

—Lois Hayden Meek in *Progressive Education*.

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# The War As Related to Intermediate Social Studies Courses ◆

C. W. BEATTIE, Leicester

THE social studies course of the Intermediate grades, as set down in sections "A" and "B," of the Course of Studies for Alberta, bears the titles: "Our Empire and its Neighbors"; "Our Country and Its People". In Section "A" the course deals with the growth and development of the Empire from its infant island state up to the present day, when it is a full-grown, powerful Commonwealth of Nations.

The course laid down in "B" outlines the growth and development of our fair Dominion from its early pioneer days, down through the periods, as the peoples from the various countries across the seas came to her shores, and penetrated her interiors to seek new homes, better living conditions, and enjoy greater freedom.

Yes, "Our Empire and its Neighbors" and "Our Country and its People," as topics in Social Studies, open up the door to the study and investigation of the most vital and most important problem of the day; viz., "War".

As we teachers guide our scholars through the above courses, as we supervise their various activity exercises, or listen to their individual opinions on the topics as expressed in essays, oration or debate, we cannot and must not overlook the great importance of linking up the facts and findings of our Social Studies Courses "A" and "B" with the origin, progress and ultimate after effects of this present titanic struggle for the freedom of our Empire, of Canada and of the world.

As a teacher, it is submitted that a great deal of time should be given to the study and discussion of this most important subject of the day: its character; its real causes and motives; its possible after effects on the Empire, on Canada and on each and every Canadian man, woman, boy and girl. Much stress should be laid on how we all as Canadians might prepare ourselves for this after period which may present great problems, requiring thought and courage of the highest character.

In the study of this subject as related to the regular Course, it is suggested that the scholars be encouraged to read the newspapers carefully, listen to radio news broadcasts on important events of the war, and to keep a first class scrapbook of clippings, cuts, photos and maps, bearing on the activities of the war. Would it not be a good idea to have a letter box into which the scholars may put clippings, written personal opinions and questions? These could then be discussed later in class under the supervision of the teacher.

The above procedure would open up the way to further discussions. On the British Empire at War—with Some Neighbors, but Not All Neighbors. Why? Did the Empire seek to oppress weaker nations? Did she seek more territory? Did she interfere with the rights of others? Did she wish war? Then why did she go to war? And why did Canada join her? All these topics and many more could be discussed.

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In these discussions a splendid opportunity is afforded to impress on the scholars the real reasons we are at war, pointing out, that it is not for territorial gain or for the acquisition of power, but that it is for freedom from Dictatorship and in defence of Democracy and Christianity.

It also presents an opportunity to instil in the minds of the future men and women of Canada a hatred of war and a love of peace. It should be strongly impressed on them how cruel, how devastating, how destructive and horrible war is today. It can be pointed out how unappealing and sad the aftermath of war is with its ruined cities and towns; its thousands of wounded and disabled soldiers; its sad and lonely mothers, widows and orphans; its financial and economic depression and consequent unemployment.

Let us then, as teachers emphasize the justness of Our Empire's and Canada's cause, as they engage in a "Life and Death" struggle to protect not only the freedom of Britain and the colonies, but that of every nation of the world, and to crush the aggressor, who seeks to crush every nation, and rob each of its social, moral and political rights.

Let us lead the scholars to see clearly, that the world can prosper and be happy only when there is peace under Christian and Democratic government. Let us inculcate in them the principles of peace; of love for their neighbors; the desire to construct and not destroy; the desire to be helpful and co-operative, not obstructive and over critical. We must teach them to be strong, but tolerant of others. And, if, as members of a school community, they can live at peace with each other, then, as units of a great nation, peace loving in their desires, they help to build that nation and mould its character in such a way, that it cannot possibly go to a war of attack on a neighbor nation.

The scholars learn that war originates in the individual, as that individual with jealousy, greed and envy in his heart, brings hate into his nation's make up and in time influences others. Then an atmosphere of hatred is created throughout that nation, which eventually carries it into war with other nations.

What then, can be more important in our careers as teachers, than that we drill deep, deep into the very hearts and minds of our boys and girls at school the principles which will make them hate and despise war for war's sake and which will lead them to love and cherish peace? Our Social Studies Course may be enlarged upon to accomplish this very end.

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# The A.T.A. and the Eighth International Conference OF THE

## NEW EDUCATION FELLOWSHIP

JULY 6 to 12, 1941

◆ ◆ ◆ ANN ARBOR, MICHIGAN

At the last Annual General Meeting, after hearing Dr. Harold Rugg's talk on the International Conference of the New Education Fellowship to be held at Ann Arbor, Michigan, July 6-12, 1941, the following resolution was passed unanimously:

BE IT RESOLVED, that this Annual General Meeting go on record as favoring that the greatest possible number of Alberta Teachers attend the International Conference, New Education Fellowship, and instruct the Executive to act as a central body to bring together those who would wish to attend and make arrangements whereby such teachers might arrange co-operative transportation:

AND BE IT FURTHER RESOLVED: that each delegate to this Annual General Meeting carry back to his Local or Sub-local the message delivered by Dr. Rugg with regard to the International Conference, New Education Fellowship, to be held at Ann Arbor, Michigan, July 6-12, 1941;

AND BE IT FURTHER RESOLVED: that Locals be encouraged to have representation and in some part to defray the expenses of such representation.

AND BE IT FURTHER RESOLVED: that all locals be immediately sent a copy of this resolution.

N.B.: Booklets on the Conference and Applications for Accommodation will be sent on application to the General Secretary, A.T.A., Imperial Bank Building, Edmonton, Alberta.

\* \* \*

### THE NEW EDUCATION FELLOWSHIP THE PROGRESSIVE EDUCATION ASSOCIATION

By DR. HAROLD RUGG

Liaison Officer between the New Education Fellowship and the Progressive Education Association.

In 1915, in the tragic days of world war, three courageous Europeans—the British Beatrice Ensor, the French Adolph Ferrière, the German Elizabeth Rotten—seeking a stable basis for friendship and peace among all people of the earth, founded the New Education Fellowship. It was well named, a fellowship of world citizens who believed that mutual respect and tolerance and the practice of co-operation could be achieved only by the world-wide building of common understanding through a new education.

In spite of their limited numbers and their lack of official prestige the dynamic power of their spirit and integrity of purpose drew to the tiny nucleus like-minded leaders from around the globe. Seven times during the period 1919-1939, they met together in stirring biennial world conventions. Steadily their little corporal's guard was augmented until in 1936 at Cheltenham, England, no less than 1800 ambassadors of democracy and understanding came together from 53 countries.

Meanwhile national sections became lively-going concerns in 51 countries. Twenty-three different educational magazines, published in 15 languages, were developed as vivid organs of expression for the new education. Many of these are in the countries of South and Central America. And in spite of the horrors of bombings and blockades in the current interregnum of mad dictatorship across the Atlantic, the European leaders of the democratic way of life and education still struggle into print. Even as I write this page another copy of the British *New Era* has arrived.

From its founding in 1918 the Progressive Education Association, through research, experimentation, conferences and study groups, has striven to promote a better education. In 1932, the leaders of the Progressive Education Association, recognizing that they paid allegiance to essentially the same educational principles as those held by the New Education Fellowship, brought the Association into the Fellowship as the United States Section. Thus members of the Association are also members of a world fellowship.

Today, with the work of our heroic European friends devastated by a terrible war, it becomes our obligation and privilege in America to carry on the New Education Fellowship's great tradition of international conference.

### HOUSING AND ACCOMMODATIONS

It is highly desirable that reservations for the International Conference be made immediately. While everyone can be accommodated, the best accommodations will naturally go to those whose reservations are received first.

Accommodations are available at the following price range:  
Type A Hotels—Single Rooms from \$1.75 to \$2.50 per day.

Double Rooms from \$2.75 to \$7.00 per day.

Type B University Dormitories—Single Rooms—\$1.75 per day.

Double Rooms—\$1.25 per day per person.

Type C Private Homes—\$1.00 per day; some at \$5.00 per week.

### Meals—

The above prices for rooms do not include meals. Upon arrival delegates will be given names of convenient places to eat in Ann Arbor and vicinity. Average prices for meals:  
Breakfast—25c; Luncheon—40c; Dinner—75c.

### Travel—

Ann Arbor is on the main line of the Michigan Central Railroad between Chicago and Detroit. Also, it is on the Ann Arbor Railroad operating north from Toledo, Ohio. Bus connections to Ann Arbor can be made from almost any point in the country.

### Clothing—

Summer clothing will be needed; light wrap or coat for evenings.

### NOTICE TO CANADIANS

All registrations can be made in Windsor, Ont., Canada, through Mr. A. R. Davidson, Assistant Superintendent of Schools, Windsor, Ontario, so that it is not necessary to bring funds for this purpose into the United States. The fees collected in Canada will be handled by the Canadian Section of the New Education Fellowship.

### REGISTRATION RATES

For Members of the New Education Fellowship or the Progressive Education Association.

All General Sessions except Study Groups and Seminars	\$5.00
Single Day .....	1.00
Single Session .....	.50
Study Groups .....	2.00
Lecture-Seminars .....	1.50

### For Non-Members

All General Sessions except Study Groups and Seminars	\$7.00
Single Day .....	1.50
Single Session .....	.75
Study Groups .....	2.00
Lecture-Seminars .....	1.50

For Full-Time Summer School Students, Graduate and Undergraduate

Students registered at the University of Michigan or at other universities will be admitted at the following price if they present proper credentials at the time of registration.  
All Sessions except Study Groups and Seminars .... \$2.50

### NOTICE TO TEACHERS RE TRANSPORTATION

Teachers with or without cars who desire to motor to the Ann Arbor Conference and wish to share expenses are invited to write giving full particulars to the General Secretary of the A.T.A. The A.T.A. office will undertake to put such people into touch with one another so that mutually satisfactory transportation arrangements can be made.

# President's Letter

PERHAPS, in my first news letter, I should deal with some problem which is more professional than our present economic problem; but honestly, I can think of nothing at the present time, the successful solution of which is likely to affect our Association more. One has only to recall the number of one's intimate friends who either have left or



who are planning to leave the profession this June, to realize that education in this Province faces a real problem in the very near future. True enough the College of Education and the Normal Schools of the Province have closed but the number of qualified teachers available from these sources will barely take care of the normal, yearly demand. Teachers quitting the profession in June can not all be replaced; and who will fill the vacancies created by the resignations of these teachers? It is questionable if many of our Divisional Board Members, or for that matter, many of our Superintendents realize fully the great shortage of teachers which must be faced this Fall.

Discussing this problem with a member of a Divisional Board a short time ago and trying to impress upon him the gravity of the situation, at first he was inclined to think that I was just using the shortage argument to persuade him of the necessity of increasing the salaries of the teachers in his division. He was satisfied that by closing a few schools, engaging a few ex-teachers, Boards would be able to carry on. It will be only when Divisional Boards discover that it is practically impossible, even at present, to find a teacher of any type to substitute until the end of the term, that they will realize there is real truth in the shortage argument. Only after they have had to engage an ex-teacher who has been away from the profession for several years, one without options, with a second class certificate and weak inspector's reports—one with every weakness, disqualification that was frowned upon a year or so ago—will they begin to wonder where the flood of expected applications has disappeared.

You will undoubtedly be saying by now, "True, but what does all this mean to me?" I do not think that you need to worry. Surely, the officials of the Department of Education, the members of the Divisional Boards, and the Public as a whole are going to insist that a high standard of education be maintained. As I see it, the best way of doing this is to insist that the teachers of this Province are paid a salary which will ensure them a decent standard of living and

which will enable them to continue advancing educationally and professionally, thus holding the better teachers in the profession.

Our public school system has made great strides in recent years due largely to willing sacrifice the teachers of this Province have made by attending Summer Sessions and by purchasing books and equipment on salaries of a bare subsistence level.

I feel that we have reached our limit. Apparently many feel that the limit was reached some time ago. But, in any case, we will know just what is going to be done about it soon.

While mulling over this letter I have kept in mind that we are not living in normal times. No one realizes this more than teachers. We are as vitally concerned as any other body over the ultimate solution of the world's crisis. We have played and will continue to play our part just as nobly as the best. But we have yet another challenge to meet: we are preparing a younger generation who must be fully fortified with a firm educational background, well stocked with an abundance of broad foresight and good common sense, because this equipment is going to be needed for many years after this war is over. The demand for teachers with the very best of professional and personal qualifications must and will very soon arise.

In closing, I wish to welcome formally into our Association all the graduates of the College of Education and the Provincial Normal Schools. We trust that each of you will find the work in your chosen field enjoyable and challenging. I leave with you new members the words of the great American educator, Horace Mann, uttered more than a century ago: "If ever there was a cause, if ever there can be a cause worthy to be upheld by all of the toil or sacrifice that a human hand or heart can endure, it is the cause of education."

Yours fraternally, JAMES A. SMITH.

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# The Youth Training Act, 1939--- And Other Matters

C.T.F. BULLETIN

In compliance with a resolution of the last C.T.F. conference we have been in touch with the Department of Labor on the matter of Dominion-Provincial Student Aid, and are now able to offer the following information.

Mr. R. F. Thompson, Supervisor of Training, writes as follows:

"The Student Aid Project during the past year was carried on in the four western provinces, Quebec and Prince Edward Island, expenditures being borne 50 per cent by the Dominion and 50 per cent by the Province concerned. I am enclosing for your information a copy of Schedule "H" to the Dominion-Alberta Youth Training Agreement which contains the regulations governing the project. The schedules to the agreements with the other provinces which participated in the Student Aid Projects were identical except as to the amounts provided. Enclosed also is a statement setting forth the Dominion allotment to each province and the number of students participating under the Student Aid Project during 1940-41. During the fiscal year ended March 31, 1941, any new participants in the project were restricted to students in Medicine, Science or Engineering, while in the present fiscal year assistance will be restricted in the case of new participants to final year students in the three subjects mentioned."

We reprint below Schedule "H" referred to in the above paragraph, and also the statement of the Dominion allotment to each province. It should be noted that the figures in this latter document are matched by equal amounts from the provinces.

With this in mind it appears that the average amount of student aid varies from \$50 in P.E.I. to \$143 in Quebec and Manitoba.

## THE YOUTH TRAINING ACT, 1939

### DOMINION-ALBERTA YOUTH TRAINING AGREEMENT SCHEDULE "H" (1940-41)

#### Student Aid—

A project designed to assist unemployed young people attending a university:

Estimated Total Cost .....	\$4,000.00
Estimated Provincial Contribution .....	2,000.00
Maximum Dominion Contribution .....	2,000.00

The project shall be carried on subject to the following regulations:

1. The privileges shall only be available for full time students (other than theological students) of university grade (graduate or undergraduate) registered in a course leading to a degree at a degree granting university or a college affiliated, federated or associated therewith;
2. It shall be the responsibility of the Province to determine the universities eligible and the number of students to participate in each with the allotment of students based on the number of students enrolled on full time degree granting courses in each university or college during the previous academic year;
3. Students shall be selected by a committee of each participating university on a basis of academic merit plus financial need and such selection shall be confined to students who without this assistance could not enter on, or continue their university course;
4. The maximum financial assistance under this project to any one student shall not exceed \$200 per academic year nor shall the average amount of assistance for the whole project exceed \$150 per student per academic year. At the discretion of the Province this sum shall be used for those purposes which shall be most beneficial to the students, preferably for either tuition fees or board and lodging;
5. Where a student who benefits under this project is also in receipt of scholarships or bursaries from other sources, any student aid under this schedule shall be

of such an amount that the total of all such assistance shall not exceed \$300 in any academic year;

6. The aid to any student shall be subject to discontinuance at any time for cause at the discretion of the selection committee of the university concerned;
7. No form of work shall be required from any student in return for aid under this project other than diligent application to the course of studies in which he is enrolled;
8. Payment to universities or students under this schedule shall be made at times to be determined by the Province.

### DOMINION-PROVINCIAL YOUTH TRAINING PROGRAMME AID TO UNIVERSITY STUDENTS 1940-41

	Dominion Allotment	Numbers Participating
Prince Edward Island .....	\$ 300.00	12
Quebec .....	4,500.00	63
Manitoba .....	2,500.00	35
Saskatchewan .....	1,125.00	28
Alberta .....	2,000.00	55
British Columbia .....	2,550.00	44

\* \* \*

#### WAR AND ENGLISH EDUCATION

The April 15th issue of *Frontiers of Democracy* is full, as usual, of very thought-provoking reading. This publication comes to us from the Progressive Education Association (221 W. 57th St., New York City). Its editor is Dr. Wm. H. Kilpatrick, and its editorial staff includes Childs, Newlon, Carson Ryan, Counts, Rugg and Lewis Mumford. It is a fine paper, somewhat astringent in places to a Briton in wartime, but devoted and utterly fearless in its exposition of true democracy. This issue contains an article by John Pilley, *The War and Class Distinctions in English Education*, which we strongly commend. The future of the aristocratic "Public" school comes in for examination. Here is some of it:

"Amongst those who have taken part in the discussions of the future of the Public Schools, the Headmasters have been prominent. Sensing the general interest in the question, the British *Journal of Education* opened, last September, a public discussion on the future of the Public Schools, Headmasters of Public and Secondary Schools as well as outside critics being invited to contribute. In March of this year Professor Fred Clarke of the Institute of Education is to sum up the discussion. From the articles which have appeared, it would seem clear the people of England cannot look to the Headmasters of the Public Schools for leadership in educational reconstruction after the war. Their articles reflected many of the weaknesses of the Public Schools themselves. They showed little ability to give any clear account even of what is good about the Public Schools, little understanding of the arguments advanced against them by their critics, and almost no understanding of what is happening in and to the outside world. Most relied heavily on all the old educational cliches: 'education for service', 'the team spirit', 'character not intellect', '*mens sana in corpore sano*', etc., but showed no realization that what was being attacked was the unjustified position of privilege of the Public Schools; the fact that admission to these schools was restricted to the members of a particular class and that those who had attended them could claim privileges merely by virtue of having done so. In this most of the writers showed the very same kind of social blindness which prevented the ruling class of England from recognizing the nature of totalitarian developments and in particular the nature of the Hitler dictatorship during the years preceding the war."

"The Public School Headmasters did, however, realize that the Public Schools couldn't continue as they had done in the past though the reforms they suggested were all of the most conservative and unimaginative

kind. All proposed a system of scholarships admitting the children of poor parents; their suggestions ranging from 10 per cent to 50 per cent. None suggested a principle of admission based on ability alone.

"The critics attacked the schools for a variety of reasons: C. E. M. Joad for inducing in their pupils a shame of culture and for making them into barbaric Philistines; Harold Laski for their role in helping divide the nation into two nations; Aneurin Bevan, M.P. because they prevented desirable social adjustments and stood in the way of general educational advance. A. S. Neill of Summerfields School said he found it difficult to write about the future of the Public Schools for the simple reason that he believed most strongly that they shouldn't have any. W. B. Curry of Dartington Hall said he felt that they must decline in numbers and prestige, adding that he welcomed this change because a society which had determined to get rid of social divisions would not tolerate a system which tended to perpetuate them.

"Even in the pre-war period the existence of the Public Schools stood in the way of the very moderate reforms that were being recommended by government committees (e.g. 'Spens Report'). Their existence in anything like their present form will be quite incompatible with the kind of world that the majority of English men and women are hoping for after the war."

\* \* \*

#### NEW LEADERS IN ALBERTA

Raymond Shaul steps down after two years in the chair of the A.T.A., and is succeeded by James A. Smith of Paradise Valley. We are rather proud of that in Alberta, for "the Valley" is a hamlet about 180 miles from the nearest city (Edmonton). Such is the nature of the A.T.A. however, and such are the qualities of Mr. Smith, that after many years of loyal, active membership, and after five years' service on the provincial executive, he is called by acclamation to the Presidency.

To the Vice-Presidency comes Professor Herbert E. Smith of the College of Education. (A good year for the Smiths). If any one man can do it, he will fill the gap left by Dr. LaZerte, who retires from immediate past-presidency and so from the Executive.

\* \* \*

#### TIMELY SUPPORT

The Canadian Association for Adult Education publishes a monthly series of pamphlets under the general title *Food For Thought*. Number 13 of the series (dated March 1941) throws out a challenge:

*A Fair Chance for Every Child—Why Not?* The well-known writer and publicist, Mr. R. S. Lambert, really means business. He does not kow-tow to the Rowell-Sirois Report. "They (the Commissioners) express sentiments which would have been applauded by those who, a hundred years ago, opposed the very principle of universal compulsory education, and who would have left the provision of education to be based on 'the voluntary principle'—which is a polite way of saying 'devil take the hindmost'." Mr. Lambert makes generous use of the C.T.F. Salary Report (1939) and of later C.T.F. publications. He summarizes a very concise and powerful survey of the Canadian educational scene in a series of questions.

"Does Canada need any or all of the following?

A uniform standard of compulsory school attendance?

A system of universal health inspection of school children?

Teachers adequately paid by the standards set in other English-speaking countries?

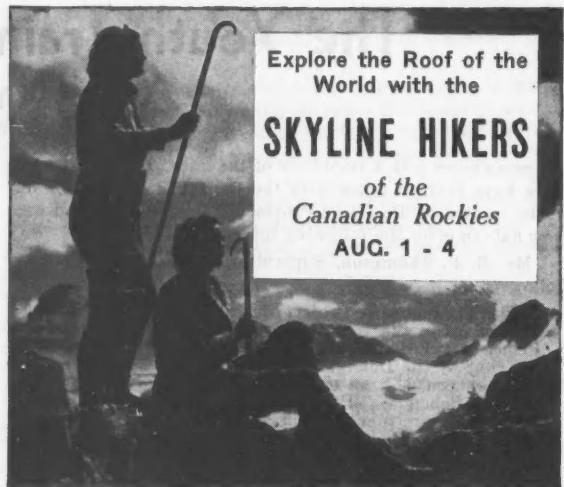
A national salary scale and increments for teachers?

Equal opportunity for rural and urban children to attend high school and university?

More scholarship aid for university students (along the lines of British practice)?

Grouping together of small rural school districts into larger units of administration?

Dominion grants to universities? (Sirois Report recommendation).



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Dominion grants for research? (Sirois Report recommendation)

Constitutional provision making Dominion grants for education possible, under safeguards protecting Provincial rights of control?

The establishment of national standards in education is part of the process of strengthening national consciousness in Canada, of cultivating loyal and effective citizenship, and of protecting and strengthening our democratic heritage."

Mr. Lambert's pamphlet is the most heartening event in Canadian education for many years. We teachers have gone on year after year, stating the case for modernized administration, for fair salaries, for adequate state aid, until in the atmosphere of studied indifference we have occasionally wondered if we were not, after all, just chronic soreheads. Now an independent body, with national status, with headquarters in Toronto, with a distinguished panel of patrons and a strong executive, has come right out and talked our language. Teachers of Canada! serve your day and generation by getting hold of this pamphlet; read it and pass it around among politicians and laymen. The C.A.A.E. has its headquarters at 198 College Street, Toronto. *A Fair Chance For Every Child—Why Not?* Aye, why not? And why not sooner rather than later?

\* \* \*

Copies of our recent bulletin, *Thoughts by England Given*, are still available in attractive printed form, and may be obtained by discussion groups, professional bodies or persons interested, up to a limit of 50 copies. Write to me c/o A.T.A. Imperial Bank Bldg., Edmonton.

B. BATTLE AXE.

The A.T.A. Magazine

NATIONAL  
FITNESS  
DEMANDS  
ENERGY

# HOME ECONOMICS

## Education for Home and Family Life

Edited by Ada A. Lent, Edmonton Technical High School.

ADEQUATE  
NUTRITION  
PROVIDES  
ENERGY

### THE HOME ECONOMIST CONTRIBUTES TO NATIONAL HEALTH

Ada. A. Lent

To help in our national defence the home economics teacher should go on with what she is doing, but do it better than ever before. An important part of her job is the improvement of community health through teaching the vital importance of good nutrition. Family health is the first line of defence. Vigorous health and high morale are to no small extent dependent upon satisfactory nourishment. Hungry people and ill people are a liability in any defence program. Well-fed as we are compared to many other countries, the diets of a great proportion of our families are deficient, either because of a lack of knowledge of good food habits, or lack of sufficient income to purchase health giving foods—or both. Since there is no hope at the present time of increased income, the only solution lies in the increase of knowledge for the better use of the family food dollar.

One of our most serious dietary deficiencies is in vitamins, those factors which help the body properly to utilize the materials given it, fight off disease and help us enjoy good health.

Dr. Louise Stanley, head of the Bureau of Home Economics at Washington has said, "We must be armed with vitamins as well as guns for total defence." Dr. E. V. McCollum, well-known nutritionist of Johns Hopkins University says, "The place to get vitamins is in the market, in the grocery store, from the garden, and not the drug store."

**Packed with Vitamins**—Fruits contain some of all the vitamins known at present, except vitamin D, the anti-rachitic sunshine vitamin. This vitamin, however, is available in very few foods unless they have been subjected to irradiation. There is a small amount of vitamin E, the anti-sterility factor, in fruits as in most foods, and if the diet is properly balanced there is no danger of not getting enough of this vitamin. Vitamin D, the pellagra preventative, is also present in small quantities, though our best source of this factor is whole grain cereals. Fruits give us in largest quantities, however, vitamins A, B, and C, and it is primarily for these factors that we must have enough fruit in our diets. Vitamin A is essential to growth, and without enough of it we become overly susceptible to disease, especially of the nose and throat. Vegetables and fruits of a green and yellow color are rich sources of this vitamin. Milk and milk products are good sources. The richest source of all is liver, especially the oil and fat of cod and halibut liver. Cooking does not destroy vitamin A, and oversupplies of the vitamin may be stored in the body. From 6,000 to 9,000 units of vitamin A are needed daily to build up good resistance. Don't let the figure frighten you, however. Your breakfast egg contains 920 units. Three ounces of liver contain 8,400 units. There are 540 units in a cup of whole milk, 700 units in an average serving of cream cheese and 430 units in a tablespoon of butter.

**"B"** Aids Appetite—The best aid to appetite is vitamin B. It not only pep's up our desire for food, but it speeds up our bodies to handle the food we eat more efficiently.

Oranges, pineapples and prunes are the most valuable fruits in this vitamin. Everyone is familiar with vitamin C, the protective vitamin which we must have every day. All vegetables and fruits are good sources, though the citrus fruits and tomatoes are most outstanding. It is the most perishable of all the vitamins, being easily destroyed by exposure to air and heat, and it cannot be stored in the body from day to day. It is essential to good teeth, both adults and children, and lack of it often causes pains which are similar to rheumatism. Without enough we tire easily, feel indolent, and lose our appetites and weight. An acute lack causes scurvy. Authorities do not agree as to the amount needed daily, but as there is no danger, the best rule seems to be "the more the better." When fresh fruit is not available, or the prices are too high, dried or canned fruit should be substituted. Fruits dried by the modern sulphur-dioxide method retain much of their mineral content, and a large part of their vitamin content as well.

### SUGGESTIONS FOR THE HOME CENTRE

Lilian Blasius, Home Economics Teacher, Wetaskiwin

Osnaburg, the inexpensive fabric which has recently become so popular among homemakers has manifested its usefulness in our Homemaking apartment. The room is a basement room and Osnaburg curtains seem to suit its type without shutting out the light. We use it only for side drapes with a hand-worked panel effect on them done in wools in the same two colors as predominate in our living room.

It also made a nice bright curtain for our folding screen which had previously been covered with a dark chintz. For a decoration we used rug wool, laid it on the curtain in rows and tacked it down at intervals of about one inch, with lighter wool. Here again we carried out the room color scheme. We use the screen in our sewing centre.

Candlewicking done in bright wool colors is very effective done on the neutral light background. We discovered an old writing desk which had been discarded, and obtained permission to use it for a sewing cabinet. It got a sandpapering, a new coat of dark oak stain and a coat of varnish. There was no front on it, so we hung little Osnaburg curtains decorated with candlewicking across the front. To do this we used old knitting wools. Long loose stitches, later clipped and done very close together, gives the fluffy appearance of real candlewicking. In our cabinet we keep our supply of needles, colored threads, wools, materials and leisure time projects in sewing or embroidery. We get our Osnaburg from Medicine Hat. It is 32 inches wide and costs 35c per yard.

Chalk boxes have made themselves an asset to us also. Our Dietitian uses one for a recipe file. She nailed the top of the box to the back, painted it three or four times in our kitchen color scheme (red, white, black), painted the word "recipes" on the front and using red construction paper, she made the various divisions in the file. In it we also file our meal cards with the Dietitian's report and scorings on the back. The Librarian does all the recipes on the larger filing cards 6"x4" which allow enough space to write them out completely.

Another girl, while she was housekeeper, took as her project the making of a Stain Removal kit. She used a

chalk box too, painted it and placed in it eight uniform bottles containing the most common stain removers. She also worked out the procedure for removing common stains. These are typed on cards which are filed away in the box. The kit stands on a shelf in the Laundry centre and has been used many times for ink stains in garments and tea, coffee, and fruit stains in our linens.

#### CO-ORDINATION THROUGH LEADERSHIP

We are much encouraged at the unanimous support given by the Annual General Meeting to the resolution urging the appointment of supervisors of Home Economics and General Shop. Now more than ever before we need the co-ordinated effort of teachers in this field in placing Home Economics and General Shop education upon a sound footing. Guidance and leadership are essential for our greatest contribution to community and national welfare.

#### LET COLOR BE THEIR GUIDE

You are probably thinking right now about what can be done in the fall to help new classes fit quickly and smoothly into new surroundings. One problem which always takes some time to solve is "What belongs where?" in the kitchen working centre. With some clear means of identification for the various utensils and equipment, the problem solves itself. Have your classes, who now have a place for everything, work out a color scheme for kitchen desks and equipment which will carry out the color scheme of the home centre. They will enjoy enameling the interior of drawers and cupboards, of desks, each in its own distinctive color. Paint the handles of small equipment, and put a spot of matching color on larger pieces such as plates and saucepans. If the equipment is absolutely clean before being painted, and allowed sufficient time to dry afterwards, the

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color will not readily wear off. It is wise to choose a good grade of enamel and to apply two coats to drawers and cupboards. The equipment requires only one coat.

The color scheme of our home centre is green and yellow, and we chose green, yellow, violet, blue and red for the five kitchen desks. Now equipment can easily be placed just where it belongs, and the bright colors add charm to the kitchen centre.

#### LITERARY BOOKS

The following books for Home Economics may be obtained from the A.T.A. Library.

*The Girl Today; The Woman Tomorrow*, by Lucretia P. Hunter.

*Foods and Home Making* by Carlotta C. Greer.

*From Thimble to Gown* by Ethel Van Gilder.

*Everyday Manners* by The Faculty of the South Philadelphia H.S. for Girls.

*Fundamentals of Home Economics* by Milton B. Jensen, Mildred R. Jensen, M. L. Ziller.

*Junior Home Problems (revised)* by Kate W. Kinyon, L. T. Hopkins.

*Meal Planning & Table Service* by N. B. Bailey.

*Foods, Nutrition and Home Management, Manual—Home Economics Circular No. 1 revised.*

*The Principles of Interior Decorating* by Bernard Jakway.

*Art in Everyday Life* by Harriet and Vetta Goldstein.

*Sharing Home Life* by Baxter, Justin and Rust.

*A Functioning Program of Home Economics* by Ivol Spafford.

*New First Course in Homemaking & Workbook* by Maude Calvert.

*Advanced Course in Homemaking & Workbook* by Calvert and Smith.

*A Guide for the Study of Homemaking in the Secondary Schools of West Virginia, Charter and White.*

*Home Decoration with Fabric and Thread*, Ruth Spears.

*Your Clothes and Personality* by Mildred G. Ryan.

*Cues for You* by Mildred G. Ryan.

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# The Math-Sci Corner

E.D.M. WILLIAMS, Sc.M.  
TORONTO

STANLEY CLARKE, M.A.  
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**Editor's Note:** This is open season for tests—for review, for grading, for pre-departmental examination, clinical work. Below are some sample tests from teachers in the field. They are offered not as perfect models but as suggestions, to encourage trial and experiment with their type.

Test-making is itself a good test of the teacher's facility with language. Two suggestions for test-makers: (i) Questions should be so carefully stated that meaning is unmistakably clear to the pupil on first or second reading. (ii) Questions should be answerable correctly without reproduction of texts' or teacher's words.

## EVALUATION DIFFICULTIES

One of the most frequently stated aims of all science courses is "The development of the scientific attitude". How well do we, as teachers, develop it? How often do we try to evaluate this development? The following item, while open to all the criticism that paper and pencil tests of attitudes legitimately receive, is an attempt to evaluate the scientific attitude (suitable for Chemistry 1 and Chemistry 2 students).

Chemistry teachers, and teachers of the other sciences, are invited to try to evaluate the development of the scientific attitude and pool their results through this corner.

## The Scientific Attitude

Chemistry 1 or 2.

1. John decided to take some baking soda and water to help his stomach-ache. He decided also to add some sugar and lemon juice to make it easier to take. To his surprise bubbles were given off and when he took the mixture it did not relieve his stomach as usual. In discussing this matter with a friend the following arguments and statements were made. List the three best and the three worst, in order.
2. The Chemistry texts say that an acid and a base produce a salt plus water, and this must have happened.
3. John's stomach-ache must have been caused by something different than usual.
4. To be sure the result wasn't accidental, John ought to try it again when he has a stomach-ache.
5. John was foolish in the first place to use soda and water to cure a stomach-ache instead of seeing a doctor.
6. Any fool would know that the baking soda and sugar have reacted with each other.
7. To be certain about what happened John ought to try baking soda and water with sugar alone, then with water alone, and see if bubbles are given off.
8. John should look up in a chemistry text or encyclopedia and see what effect lemon juice has on baking soda.
9. John could find out what happens for certain if he tried taking baking soda, water and sugar, and baking soda, water and lemon juice several times when he had a sick stomach.
10. When washing soda and an acid are put together bubbles are produced. Baking soda is like washing soda so the same thing is happening. That explains what happened.

II. Mary was preparing hydrogen and burning it to test for water. She noticed that the flame was yellow, and she could not obtain any mist on the beaker of water she held against the flame. Choose the two best and two worst courses she should take in her write-up of this experiment.

1. She should state that the hydrogen burned with colorless flame.

2. She should make no mention of the color of the flame.
3. She should stretch a point and say that some water was produced which was hard to observe.
4. She should state that the hydrogen burned with a yellow flame.
5. She should state that no water was produced when the hydrogen burned.
6. She should state that she did not see any water produced as a result of hydrogen burning.
7. She should make no mention of whether water was produced or not.
8. She should look up both questions in the text and state what the text says happens.

—S. C.

## Testing in General Science for the Intermediate Grades

By KEN PORTER, Willingdon

R EGULAR tests on past work are understood to be administered through the year. But at the present time more frequent and more comprehensive tests are given so as to permit the teacher to get a wider view of the pupil's capacities for comprehension and retention concerning all branches of work covered during the year. To achieve this purpose, objective tests are most suitable because of ease of preparation, preciseness in meaning, ease of marking, economy in material, and general time-saving. The following arrangement might very well serve as a General Science test on the topic "Trees", for the Intermediate Grades. It can be administered in one period, and will serve to test generally comprehension, retention, and judgment.

### A. Fill in blanks with the most suitable word:

- (1) Trees and shrubs can \_\_\_\_\_ surroundings.
- (2) Their presence is \_\_\_\_\_ because of their \_\_\_\_\_.
- (3) Gardeners and park-keepers make \_\_\_\_\_ designs by \_\_\_\_\_ trees and clumps of trees in harmony.
- (4) Trees which are suitable for lawn borders are \_\_\_\_\_.
- (5) Trees which are suitable for school-grounds and parks are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

(This second section deals with planting trees in the community.)

### B. Underline the correct word in each case:

- (1) Trees are planted on May Day, Easter Monday, Ash Wednesday, Arbor Day.
- (2) Communities hire, order, donate, time and work.
- (3) Trees of two, five, eight, twenty feet are the right height to plant.
- (4) Roots have to be trimmed, removed, before being planted.
- (5) The excavation has to be deep enough to cover, half cover, more than cover the roots.
- (6) The trees should receive no water, a pail of water per day, a pail per week, a pail every three days.

(The third section deals with commercial wood products.)

- C. Place the correct number before each article according to content—(1) wholly wood; (2) partly wood; (3) contains no wood:
- Chairs, doors, typewriters, pencils, bells, cars, radios, stockings, shoes, baseball bats, mirrors, rifles, gloves, bricks, wagons, harness, softballs, windows, plows, desks, light bulbs, wallboard, flashlights, spades, soldering irons, screwdrivers, radiators, miter-boxes, rulers, stoves, pianos, dishes, books.

The fourth section tests on functions of main tree-parts.)

D. Name at least two uses of each:

- (1) The trunk of a tree serves to
- (2) The leaves of a tree perform
- (3) The functions of a flower are
- (4) The functions of the roots are
- (5) The bark of a tree serves to

(The fifth section deals with food processes in the plant)

E. Fill in the blanks with the most suitable words.

- (1) The process of absorbing food materials through the roots is called \_\_\_\_\_.
- (2) The manufacturing of food is done in the \_\_\_\_\_.
- (3) The process of manufacturing food is called \_\_\_\_\_.
- (4) \_\_\_\_\_ takes place only in the presence of \_\_\_\_\_.
- (5) The green coloring in the leaves is known as \_\_\_\_\_, and the manufacturing machinery consists of bodies called \_\_\_\_\_.

(This section deals with care of trees)

F. Match the following statements:

- (1) A tree which is moved from one place to another is \_\_\_\_\_.
- (2) Straggly hedges are put in shape by \_\_\_\_\_.
- (3) New life may be produced from an old plant by \_\_\_\_\_.
- (4) Fruit tree blossoms can be saved from frost by \_\_\_\_\_.
- (5) Bruises on valuable trees are covered and protected by \_\_\_\_\_.
- (6) Rings and speckled bands on branches are \_\_\_\_\_.
- (7) Trunks of trees are treated to repel travelling worms by \_\_\_\_\_.

(The seventh section brings in everyday applications)

G. Complete in the space provided:

- (1) We should protect trees in parks and lawns because.....
- (2) Farmers appreciate trees very much because.....
- (3) Foresters are valuable to us because.....
- (4) Trees are distinguished from each other by.....
- (5) The study of ancient trees yields very interesting information such as:.....

\* \* \*

## Tests and Testing in Mathematics for the Intermediate Grades

By CLARENCE D. GREENLEES, M.A.,  
McCauley School, Edmonton

JUNE to most teachers means examinations. A few teachers may be in a position to ignore final tests due to their system of promotion. To the great majority, however, tests in June are a vital matter.

A test in intermediate mathematics to be of value should:

- (a) Test the speed and accuracy of the pupil in the fundamental processes.
- (b) Test the pupil's knowledge of the topics studied during the term.
- (c) Test the reasoning ability of the pupil by means of practical problems on the fundamental skills and knowledge acquired.
- (d) Test the ability of the pupil to express in correct English, clearly and concisely, the essential steps in the solution of a problem.

The short answer test is valuable as it permits the asking of a greater number of questions, and is easy to score. However, a test composed entirely of short answer questions falls far short of being an adequate test in mathematics. The pupil's work is not shown. There is also a loss of training in English, as short answer tests do not require logical solutions with statements.

The departmental examinations of late years have shown a very fair ratio of short answer to complete solution problems. The complete solution type requires brief statements,

the method of solution and an interpretation of the answer. By giving this type of problem the department has helped the teachers to locate errors to which remedial measures may be applied.

A test to be valid should measure what it is intended to measure. To be reliable it should be consistent in its measurement. The following sample test has been prepared with this aim in view. It has been divided into three parts; (a) computation (b) knowledge and reasoning problems (c) elementary algebra and geometry.

### SAMPLE TEST GRADE VII MATHEMATICS

#### PART A.

##### Rapid Calculation

N.B.: Answers only are required.

1. 823	2. 724	3. 6080	5. 4900
486	907	—5769	—2664
957	719		
421	728		
738	341		
529	963	4. 3986	6. 9995
445	607	—2978	—8997

7. 849 x 49	13. 3.1 + 4.86 + 0.754
8. 8574 x 786	14. 1.1 — 4983
9. 4855 x 59	15. 113.68 ÷ 81.2
10. 74370 ÷ 37	16. .375 x 9
11. 38545 ÷ 593	17. 8 1/2 + 4% + 6 1/4
12. 84/21000	18. 18 1/2 — 15%
	19. 7/8 ÷ 1/4
	20. 9/10 x 4/15 x 6%

- 21. What per cent of 96 is 120?
- 22.  $\frac{1}{8}$  of a ton is \_\_\_\_\_ lbs.
- 23. Express 7 ft. 8 inches as feet and a fraction of a foot.
- 24. 15% of 7 = 45.
- 25. Change 1 2/25 to a decimal.

One mark each. Total 25.

#### PART B.

##### Definitions and Problems.

N.B.: Complete solutions with (a) brief statements (b) method indicated (c) meaning of answer stated, are required for numbers 3 to 7.

- 1. Complete the following:
  - (a) A section of land is \_\_\_\_\_ acres.
  - (b) A parcel weighs 63 oz. This is \_\_\_\_\_ lbs. \_\_\_\_\_ oz.
  - (c) There are \_\_\_\_\_ ft. in 18 rods.
  - (d) Ten cents is what fraction of a dollar? \_\_\_\_\_.
  - (e) One-quarter of a class is absent from school. Therefore \_\_\_\_\_ per cent of the class is present.

#### 5 Marks.

- 2. Write True or False for
  - (a) A cheque is a written order on a bank to pay a specific amount to the person named.
  - (b) A bill is a list of goods.
  - (c) The total amount received from a sale of goods is called the gross proceeds.
  - (d) Commercial discount is the amount of money a buyer pays for an article.
  - (e) The volume in cubic feet of a room is found by multiplying the length in feet by the width in feet by the height in feet.

#### 5 Marks.

- 3. John received his weekly pay of \$3.50 for delivering papers, every Friday night for four weeks during the month of April, 1941. He earned 75 cents delivering groceries for the corner store. He also received 25 cents from his father for mowing the lawn. His expenses for the four weeks were: cap \$1.25, school supplies 75 cents, tickets for ball games \$1.25, car tickets 50 cents, a sport shirt \$1.95, candy and ice cream 60¢, picture shows 75¢, a pair of shoes \$3.50.
  - (a) Prepare John's budget for April, showing money received, money spent, and his balance on April 30.
  - (b) What per cent of his income does John save?

#### 10 Marks.

- 4. Jack's brother Harry sold aluminum ware during the summer vacation. Harry received 45 per cent of his total sales as commission. His sales for June were \$640, for July \$985, and \$820 for August.
  - (a) What was his commission each month?
  - (b) What was his total commission?

#### 10 Marks.

5. A real estate agent sold a house for \$7,500. If his commission is 4% on the first \$1,000, and 3% on the rest find—  
 (a) his total commission,  
 (b) the net proceeds of the sale.

10 Marks.

6. A dairy farmer sold the following quantities of milk in August: first week 4,010 pounds, second week 3,750 pounds, third week 3,990 pounds, fourth week, 3,800 pounds. How much did the farmer receive if he was paid \$2.40 per 100 pounds of milk?

10 Marks.

7. As a summer project Mary planned to raise chickens, ducks and turkeys for the fall market. She had 75 white chickens in her flock of 125. Twenty per cent of her ducks numbered 15. She lost 35% of her flock of 40 turkeys. Find—  
 (a) what per cent of her chickens were white,  
 (b) how many ducks she had altogether,  
 (c) how many turkeys she lost during the season,  
 (d) how much she received for her summer's work.

10 Marks.

**PART C.**  
**Elementary Algebra and Geometry.**

1. Using compass and ruler only—

- (a) bisect a line 2 1/16 inches long,  
 (b) draw and bisect any acute angle.

4 Marks.

2. Complete the following—

- (a) The sum of the angles of a triangle is \_\_\_\_\_ degrees.  
 (b) An isosceles triangle has \_\_\_\_\_ equal sides.  
 (c) An equilateral triangle has \_\_\_\_\_ equal sides.  
 (d) The circumference of a circle of radius r inches is \_\_\_\_\_.  
 (e) A right angle is an angle of \_\_\_\_\_ degrees.

5 Marks.

3. Find the missing numbers represented by the letters in the following—

- (a) 4w=40.  
 (b) x+2=5.  
 (c) m-2 1/2=5.  
 (d) b/3=2.

4 Marks.

4. Half of a certain number n equals 4. Write the equation and solve for n.

2 Marks.

Total number of Marks—100.

\* \* \*

### Sample Test in Algebra 2

The following sample test in Algebra 2 illustrates a number of features:

- (1) The possibility of using true-false items in mathematics to extend the range of each test and to stress the language-symbol linkage (often a very weak link).

- (2) Deliberate testing of the symbol-language-concept feature of ability in mathematics.

- (3) Some use of short-answer items.

- (4) Some stress on important definitions.

I. Mark these statements true (T) or false (F). Score: R-W.

- (1) 3, 5, 7, 9 is a sequence.  
 (2) 1, 4, 9, 25 is a geometrical progression.  
 (3) 7, 0, -7 is an arithmetical progression.  
 (4) 3+5+7+9 is a sequence.



- (5) If a, b, c, d, e, f are in G.P. then

$$b = \pm \sqrt{ac} \text{ and } \frac{c}{b} = \frac{d}{c}$$

- (6) If a, b, c, d are in G.P. the  $n$ th term is  $ar^{n-1}$  where  $r$  is the common ratio.

- (7) In a G.P. of infinitely many terms, if the common ratio is less than one there exists a "sum to infinity".

- (8) If a, ar, ar<sup>2</sup>, ... has a "sum to infinity" it is  $\frac{a}{1-r}$

- (9) If a, b, c, d, e are in A.P. the arithmetic mean of a and d is  $\frac{a+d}{2}$

- (10) If a, b, c, d, e are in A.P. the sum of these 5 terms is  $\frac{5}{2}(a+e)$ .

- (11) The  $n$ th term of the A.P. a, a+d, a+2d, ... is  $a+(n+1)d$ .

- (12) If the sum of a series is  $n^3$  then the  $n$ th term is  $3n^2-3n+1$ .

- (13)  $\int_2^5 x^2 dx$  is the same as  $\left[ \frac{x^3}{3} + C \right]_{x=5} - \left[ \frac{x^3}{3} + C \right]_{x=2}$

- (14)  $\int (x^3 + 2x^2 + 1) dx = \frac{1}{4}x^4 + \frac{2}{3}x^3 + x$ .

- (15)  $\int_0^3 x dx$  represents the volume of a cone three units high whose slant face is at an angle of 45°.

- (16)  $\int y dx$  means "the function of which y is the x-derivative".

- (17) The differential coefficient of any constant is zero.

- (18) The family of curves  $\frac{k}{x}$  is a set of parabolas.

- (19)  $\frac{d}{dx} f(x) \cdot \text{triangle } x$  is approximately equal to  $f(x+\text{triangle } x) - f(x)$  if triangle  $x$  is small.

- (20) For the family of curves  $y=ax^n$ , if  $n$  is negative,  $y$  increases as  $x$  increases (above zero) when "a" is positive.

II. Write in symbols:

- (a) The second derivative of the function  $y$  is identically equal to six times the product of  $a$  and  $x$ .

- (b) The limit (as the variable  $x$  approaches zero) of the variable squared plus two, divided by the variable.

- (c)  $y$  is a function of  $x$ .

- (d) If  $y$  is a function of  $x$ , the symbol for the value of the function when  $x=2$ .

- (e) The function of which the variable cubed is the rate of change.

- III. A pump empties a well at the rate of 5 feet per hour, and the cost of operating the pump for the first hour is 35 cents. If the cost of pumping water increases by 20 cents an hour for each extra five feet the water must be raised, find the cost of emptying a well 75 feet deep which was originally full.

IV. Fill the blanks:

- (a) If  $f(x)=x^2 + \frac{2}{x}$ ,  $f\left(\frac{1}{a}\right)=\dots$

- (b) An example of a function which is zero when  $x=2$  and negative for all other values of  $x$  is .....

- (c)  $\frac{d}{dx} \left( \frac{1}{x} \right) = \dots$

- (d) If  $y=ax^{1/2}$  and  $x$  is multiplied by 16,  $y$  is .....

- (e) As  $x$  increases without limit,  $\frac{x+1}{x}$  approaches .....

- (f) As  $x$  approaches zero as a limit,  $\frac{x+1}{x}$  approaches .....

- (g) If  $f(x)=x^3+3$ ,  $f(x)$  has, at  $x=0$ , (a) a maximum, (b) a minimum, (c) neither?

# STRIKES IN WARTIME

ARTHUR ALLEN, Red Deer

FOR quite some time strikes in various United States industries, particularly war industries, have made the headlines. It is difficult to get a very clear and unbiased picture of the situation in our neighbor to the south, and yet teachers should try to get as complete an understanding of the situation as is possible—considering our distance from the scene, and the information at our disposal. It forms a fine chance for unbiased thinking, and gives an opportunity to try out some of the theories we read about in the text books on economics.

Those who formerly taught the Grade XI Economics course will remember the section on Collective Bargaining, Strikes, and Lockouts. This is a good background from which to approach the present situation. One writer gives the following as causes of the present labor situation in the United States:

1. The rise in the cost of living.
2. Labor's desire for a greater share in Industry's rising profits. (And profits are rising in spite of increased taxation, an examination of Corporation earnings shows.)
3. The contest between rival unions—The American Federation of Labor, and the Committee for Industrial Organization.
4. Pressure for more production, and "speed-up" methods.
5. The aim of the Communist Party to sabotage not only aid to Britain, but the American Defence Program.

The British Government, by taking in Labor as a partner has given confidence to the workers and thus secured their whole-hearted co-operation, and when necessary has used stern methods to put down "racketeers", whether in the employee, or employer class. Neither of these methods has been used to any extent on this continent, and as a result, the above causes have brought about a number of strikes, but hardly as many, or with such serious consequences, as the American and Canadian newspaper headlines cause us to believe. The widely heralded coal strike resulted in only a week-end closing of the mines, followed by the union's winning its demands. The threatened steel strike, which it was feared would tie up the whole defence industry, never materialized. The point seems to be that when Labor fights for

its gains it has to fight publicly, and gains considerable front page publicity, while efforts of the employers are made in a less spectacular manner, and do not gain such notoriety.

Why not dissolve unions and forbid strikes during war time? Why permit men to organize and ask for better hours, wages, or conditions of work when these demands may result in stoppage of work if an agreement cannot be reached between employer and employee? Well, for one thing this right to organize and maintain free associations is just one of the things this war is being fought for. Hitler dissolved the trade unions of Germany and the workers there have no freedom to work for better conditions. But we believe in the democratic process of give and take, and free negotiations between worker and employer. That is democracy. Of course, when negotiations are conducted, and the assistance of a government arbitrator is secured in reaching an agreement, it is expected that both sides will obey the regulation. That too is the democratic way. Employer or employee who refuses to abide by that decision is doing his bit to break down democracy here. And it is foolish to go thousands of miles away to save democracy and at the same time permit it to be lost at home. As teachers we cannot sympathize with those who break the laws of our land—be they demagogues of labor, or leaders of industry.

It is comforting to note that the Canadian government took prompt action against a steel company in eastern Canada which refused to accept government regulations. The promptness and decision in dealing with recalcitrants, either of capital or labor, will do much to keep industry producing to capacity, and will assure the public of the government's decision to be both strict and just.

This is an absorbing topic—watch it carefully, and keep as free from prejudice as you can. It's part of the struggle for democracy.

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 CANADIAN NATIONAL

## Basic Minimum Salaries of Teachers in Alberta Graded Schools

As approved in Annual General Meeting of the A.T.A.

### N.B.: THIS IS NOT A SALARY SCHEDULE:

Each minimum is but the starting off place of the beginner.  
A Salary Schedule for each respective position in each  
respective type of school should provide:

- (a) Basic Minima as set forth herein—plus
- (b) Credit for previous experience—plus
- (c) Credit for superior qualifications—plus
- (d) Annual increment—plus
- (e) Credit for supervisory responsibilities.

### TABLE OF BASIC MINIMA

#### Two Rooms:

- (1) to Grade VI—\$ 900
- (2) to Grade XI—\$1050 (Prin.)

#### Three Rooms:

- (1) Elementary to Grade VI—\$ 900
- (2) Intermediate (some H. S. possibly  
and some P. S. possibly)—\$1000
- (3) High School—  
to Grade XI—\$1100  
to Grade XII—\$1250 (Prin.)

#### Four Rooms:

- (1) Elementary to VI—\$ 900
- (2) Elementary to VIII—\$ 950
- (3) Intermediate to IX—\$1000
- Intermediate to X—\$1100

(4) High School to XII—\$1350 (Prin.)

#### Five Rooms:

- (1) Elementary to VI—\$ 900
- Elementary to VIII—\$ 950
- (2) Intermediate to IX—\$1000
- Intermediate to X—\$1100
- (3) High School—\$1200
- High School—\$1450 (Prin.)

#### Six Rooms:

- (1) (a) Elementary Grades—\$ 900
- (b) Elementary Grades—\$ 900
- (c) Elementary Grades—\$ 900
- (2) Intermediate to Grade IX—\$1000
- (3) High School—Grade X—\$1200
- High School—XI and XII—\$1500 (Prin.)

#### Seven Rooms:

- (1) (a) Elementary Grades—\$ 900
- (b) Elementary Grades—\$ 900
- (c) Elementary Grades—\$ 900
- (2) Intermediate Grades—\$1000
- Male Assistant—\$1050
- (3) High School—Grade X—\$1200
- High School—XI and XII—\$1550 (Prin.)

#### Eight Rooms:

- (1) (a) Elementary Grades—\$ 900
- (b) Elementary Grades—\$ 900
- (c) Elementary Grades—\$ 900
- (2) (a) Intermediate Grades—\$1000
- (b) Intermediate Grades—\$1000
- (c) Inter. (Male Ass't)—\$1050
- (3) (a) High School—\$1200
- (b) High School (Male Ass't)—\$1350
- (c) High School (Principal)—\$1600

#### More Than Eight Rooms:

- (1) Elementary—\$ 900
- (2) Intermediate—\$1000
- (If male Assistant or P.S. Principal)—\$1000 plus  
\$50 per room supervised.
- (3) High—\$1200
- (If Male Assistant)—\$1200 plus \$50 per High  
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- (Principal)—\$1200 plus \$50 per room in school.

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## Obituary

### MISS MAY BRAZIL

The teaching profession lost a very valued member with the death of Miss May Brazil which took place in the Royal Alexandra Hospital, Edmonton, on May 5th last.

Her life here, though short, was crowded with her many interests. In the fall of 1928 she entered the Edmonton Normal School, graduating the following June with her professional first-class certificate.

She received her first teaching experience at Patricia school, where she spent two years. This was followed by appointments at Namao and Wetaskiwin, before she joined the staff of the Edmonton Public schools in the fall of 1935.

She was assigned to the staff of North Delton school, where she taught two years and then received the appointment to the Highlands school, where she completed three years and the fall term of a fourth. Then an illness, which eventually proved fatal, compelled her to leave this school at the Christmas vacation.

Miss Brazil took a very active part in all professional activities. Having a strong physique, a keen practical mind, and a capacity for leadership, she proved to be a very valuable member on any committee to which she was assigned. She was vice-president of the Edmonton Elementary Teachers' Sub-Association and a member of the Edmonton Teachers' Central Council.

Possessed of a kindly nature, a friendly personality, she made friends whether young or old, wherever she went. Her friendly smile, apt reply, and keen mind made her a very welcome member at many a function. Few people lived so full a life as Miss Brazil.

\* \* \*

### MISS MARY ETHEL ROGERS

It is with regret that we announce also the death of Miss Mary Ethel Rogers, who passed away recently at her residence in Calgary. A graduate of the University of Alberta, Miss Rogers had seen twenty-five years' teaching service in this Province, seven of which were spent in the town of Edson and the remainder in the city of Calgary.

#### ATTENTION COLLEGE OF EDUCATION GRADUATES

If you don't receive your news letter within a few days it will be because we haven't your address. Please send it to J. W. Chalmers, Correspondence Branch, Government Buildings, Edmonton.

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#### ATTENTION—TEACHERS MARKING EXAMINATION PAPERS

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## LOW 30 DAY SUMMER VACATION FARES TO PACIFIC COAST

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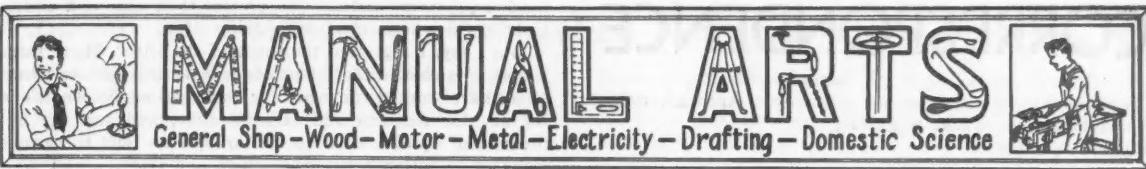
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# Canadian Pacific



Edited by JOHN LIEBE, Ph.D., General Shop Instructor, Lethbridge

#### THE SUPPLY PROBLEM IN INDUSTRIAL ARTS By G. W. Sutherland, Ponoka

THE problem of securing supplies for the work in Industrial Arts is one that is very pressing for some instructors. It probably affects some more than others, particularly those situated in the smaller towns and at some distance from the cities. With this in mind a discussion was held at the Easter Convention with the object in view of supplying the names and addresses of a number of firms that could supply the required materials in a reasonable time at a fair price. The following is the compiled result:

**Lumber**—for hardwoods, the better grades of soft woods and veneers: W. H. Clark & Co., Edmonton; Manning, Egleston & Co., Calgary; Stacey Lumber Co., Lethbridge.

These firms often have on hand a quantity of short pieces or odds and ends which they are willing to sell at prices of from one half to two-thirds of the regular price. If however one asks for a board of definite size which isn't standard it generally costs from one to three cents per foot over the regular market price. In ordering "shorts" therefore, an instructor must be prepared to accept the odd sizes sent. This type of material is often not satisfactory for making the larger projects due to matching difficulties etc., but is very good for making smaller objects.

**Permawood**—an artificial and very satisfactory veneer may be obtained from Hayward Lumber Co., Edmonton.

**Leather**—tooling type: Great West Saddlery Co., Edmonton and Calgary; Wickett & Craig, Don Esplanade, Toronto; Ed. R. Lewis Leather Co., 8 Bathurst St., Toronto. This firm carries an excellent supply of accessories for leather work such as lacing, dome fasteners, leather belt links, etc.; Birt & Co., Main Street, Winnipeg.

**Leather Scrap**—most of which is not toolable but quite satisfactory for making small objects and very reasonably priced at about one dollar for 10 pounds: Sprung-Clindinin Ltd., Calgary.

**Reeds**—for basketry: Institute for the Blind, Calgary; Moyer's School Supply Co.

**Metals**—Copper, brass, pewter, etc.: Ashdown Hardware Co., Calgary and Edmonton; Dominion Bridge & Building Co., Calgary.

**Electrical Supplies**—Nichrome wire etc.: General Electric Co.; Northern Electric Co.

**Clay**—for pottery—Medicine Hat Potteries Ltd., Medicine Hat.

**Celluloid**—for windows in registration card carriers etc.: Stanley Manufacturing Co., Toronto; Ed. R. Lewis Leather Co., 8 Bathurst St., Toronto.

**Band Iron**—for Venetian Iron Work: Macmillan Co. of Canada.

**Lin-Oli-Ink**—These are Watercolor Printing Inks. They are especially recommended for the use of students in classroom work. These inks dry quickly and can be handled a few minutes after printing. In printing more than one color, each may follow the other after a very few minutes: Artists Supply Co., Ltd., 35 Wellington St., West, Toronto.

**Casein Glue**—Have you tried this type of glue? It is used almost exclusively in the industrial areas for gluing the soft woods and is very satisfactory. It may be obtained through any Hardware or Lumber Company although they do not stock it.

**Catalin**—Ashdown's have ceased to handle this plastic material and we have been unable to locate another source. If any teacher knows of a firm in Canada carrying this type of material, we would be pleased to hear from you.

#### ANNUAL MEETING OF THE INDUSTRIAL ARTS TEACHERS OF ALBERTA

The executive of the Industrial Arts Teachers are preparing for an annual meeting to be held at the end of the summer-school session in Edmonton. It is hoped that the Director of the Summer School will again permit our organization to use facilities of the summer-school. The future of the *Alberta Industrial Arts Magazine* will be an important problem that is to come up for discussion. Members who wish to submit any business for the General Meeting should communicate with the secretary, Neil J. Cameron, Drumheller, Alta.

Teachers, please notify the A.T.A. immediately of any change of address.

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----- USE THIS COUPON -----

Mr. Neil J. Cameron, Circulation Manager,  
"Alberta Industrial Arts Magazine",  
Drumheller, Alta.

Dear Sir:

I am enclosing a postal note of 50c as my subscription to the "Alberta Industrial Arts Magazine" for the calendar year 1941.

NAME: Mr. Mrs. Miss.....

ADDRESS.....

June, 1941

# CORRESPONDENCE

Edgerton, Alberta,  
April 23, 1941.

The Editor, The A.T.A. Magazine,  
Edmonton, Alberta.

Dear Sir: I shall be glad if you will be kind enough to allow space for a very, very ex-teacher to comment on Mr. Shaul's letter in your April issue.

I was really sorry to read such a letter from the President of the Teachers' organization as I considered some of the references to rural conditions misleading and the inferences regarding trustees to be unkind, and on behalf of the rural trustees I want to make a few comments.

The writer quoted from a newspaper clipping that the Minister of Agriculture had said the agricultural production here was the highest since 1929. While this might be quite true, when it is accompanied by no qualifying statement it could easily lead the unthinking to assume a corresponding prosperity. No consideration at all is taken of how much of that wealth has been produced at a loss to the farmers, and the Minister of Agriculture in reply to my letter to him said he was making no inference to the financial position of the farmer as he realized quite fully that such an inference would not be justified without considering the effect of many other facts such as, for instance, the percentage of the 1940 wheat crop unmarketed.

Further comment was made to the effect that the cheese-paring activities of the trustees—and one might assume from the letter that the average trustee felt it his chief aim in his position to pare expenses to the minimum—are driving many from teaching. I wondered if he gathered statistics as to the percentage that were taking up farming as an alternative, and it is from the farmers the rural trustees get the revenue to pay the teachers. He seems to feel the rural trustees are lacking in sympathy for the needs of the school and of the teachers, but letters such as these make us wonder if the shoe is not on the other foot.

We all know there are some cheese-paring, parsimonious trustees—what body of administrative officials is lacking in them or what group of people? Probably, however, he would find that in many cases the trustees are people who are interested in education for their fellows, that they are the parents of teachers or of people making every sacrifice in order that their children may become teachers and are most regretful that they have to figure and scrimp on educational funds and expenses as on all others. They would have the greatest pleasure in being more generous realizing that a liberal education must be the basis of life for every citizen of a real democracy and in that democracy they want

teachers, farmers and all who give of their time and ability to have the wherewithal for a fuller life.

As I say, I regretted the spirit of the letter. Many farm people who elected these trustees or who are trustees themselves have worked for years for better economic conditions for all, for teachers and farmers alike, and such an expression of opinion does not in my opinion tend to harmonious co-operation between teachers and trustees and does not contribute to good citizenship.

Yours sincerely,

(Mrs.) H. ZELLA SPENCER.

## MR. SHAUL'S REPLY

When I was handed a copy of the accompanying letter I felt that a reply was unnecessary. It is my opinion that Mrs. Spencer does not come to grips with the problems I raised in my April news letter but rather tends to beg the whole question. However, lest its publication create a wrong impression as to the contents of my former letter I shall attempt a short reply.

In brief the plan of my letter was as follows:

1. Educational progress and democratic evolution are inexorably bound up with one another.
2. To serve a democracy an efficient, contented and permanent staff of teachers must be in service.
3. Teachers with wide ability cannot be expected to serve education indefinitely in the face of attractive offers of salary from the business world.
4. There is more money available now than for some years past, both in rural and urban areas. Living costs are rising.
5. In spite of Nos. 3 and 4 school boards have been unwilling to increase educational appropriations.
6. What is the chief function of the school trustee—to pare educational costs or to provide efficient educational service and leadership? "It is time we had more people on our school boards with courage and a higher understanding of the functioning of democracy."

I believe that the above is a fair outline of the letter to which Mrs. Spencer takes such violent exception. One must keep in mind also that I was writing as President of the Association and as such was not mainly concerned with the rural situation since the majority of the school boards with whom our Association has to deal are located in cities, towns and villages. I have no intention of being drawn aside from the main issues, as I see them, into a futile discussion of the prosperity or lack of prosperity of the farmer of today. On one point at least Mrs. Spencer and I can agree: farmers are not making the profits that were made during the last war.

Have we statistics as to the number of teachers who leave to become farmers? Well actually the mortality of our young female members, teaching in rural areas, is quite high, but possibly it isn't just the lure of farming that proves the attraction. Seriously however, numbers of teachers do leave to earn livings in the rural community, in village garages, stores and grain elevators . . . yes even in farmer-owned elevators, for you see Mrs. Spencer, the farmer pays more to the man he hires to grade his grain or buy his hogs than he does to the one to whom he entrusts the welfare of his children.

Perhaps these too are harsh words. But it is time we cleared our minds of a lot of sentimental nonsense. Let us put first things first. Either we appreciate education enough to pay reasonably well for it or we do not, and no amount of talk, even by kindly, well-meaning souls who have fallen into the easy habit of paying their educational bill with soft platitudes can build a system of education able to "serve a democracy in her time of trial".

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## Appeal to Teachers in Connection with Census

THE eighth decennial census of Canada will be taken as of date June 2nd, 1941. In the main, it will be a census of population and of agriculture, but a census of housing will also be taken on a sample basis. In the process of taking this census every home and every farm in the Dominion will be duly visited by census enumerators. From the information supplied them by householders and farmers, will be compiled statistics of the population under many classifications and cross-classifications, also of agricultural production, live stock, etc. The final result will constitute a summary of the stage which has been reached in the progress of the Canadian people and in the development of their greatest single industry.

Teachers, as such, will naturally be particularly interested in the census of population. They have to do with human beings, and will realize that, in the words of Pope, "The proper study of mankind is Man." Man, as he exists in Canada, was certainly exhaustively studied at the Canadian census of 1931 in respect of such of his attributes as are susceptible of statistical measurement. Thus in Volume I of the Census of 1931, which constitutes a summary of the thirteen volumes of that census, we find chapters entitled as follows: growth of population in Canada, rural and urban distribution, age, conjugal condition, birthplace, year of immigration, nativity of parents, racial origin, religion, official language, mother tongue, nationality, illiteracy, school attendance, the Canadian-born, the immigrant population, the gainfully occupied, unemployment, families and earnings, housing and rentals, farm population and farm workers, etc. The data collected at that census have proved useful to

Dominion, Provincial and Municipal administrations, as well as to educationists and business men and generally to the whole body of citizens. Teachers are invited to look up these census volumes, particularly the summary Volume I, at their public library.

"All things flow," as the Greek philosopher said, and the data of 1931 no longer correspond even approximately with the facts of 1941. Again, certain new phenomena have come to our attention, and are now being measured for the first time, notably human fertility, on which questions have been inserted in the present census. Answers to these questions will be duly compiled and published in addition to all the other information collected on the census schedules.

The census is no new thing in Canada. Indeed, Canada took the earliest census of modern times in 1666, when the Intendant, Jean Talon, at the instance of King Louis XIV, took the first census of the infant colony of New France, securing the names, conjugal condition, ages and occupations of the inhabitants of the colony, together with the number of their live stock and the area of their improved lands. Census followed census under the French régime, and the results have been of great value to the historians of Canada. After Canada passed into the hands of the British, censuses were less frequent, but from the middle of the nineteenth century we have at decennial intervals a fairly complete record of the populations of the territories now included in the Dominion. After the establishment of Responsible Government, there was a natural and democratic demand for "representation by population," and when the Dominion was brought into existence by *The British North*



### THE EIGHTH DECENTNIAL

# Census of Canada

## June 2nd, 1941

### Teachers can assist in this roll-call of the Nation

The eighth decennial census of Canada will be taken as of date June 2nd, 1941. In the main, it will be a census of population and of agriculture, but a census of housing will also be taken on a sample basis. Every home, every farm will be duly visited by census enumerators.

Teachers are asked to direct the attention of their classes to this great national roll-call, and to emphasize how important it is that all information be secured and

correctly given. Teachers should also remind their classes that enumerators and all other census officers are sworn to secrecy, and that the information given cannot be used against the giver in any court of law or revealed to any taxing body.

It is *compulsory by law* to answer the questions, but the Government will be assisted greatly in these difficult times if the information is given *readily and accurately* in the spirit of good citizenship.

*Issued by authority of The Honourable JAMES A. MacKINNON, M.P., Minister.*

**DOMINION BUREAU OF STATISTICS — DEPT. OF TRADE AND COMMERCE**



*America Act*, decennial censuses commencing in 1871 were provided for by Section 51 of that Act, together with resulting redistributions of representation in the House of Commons in accordance with the democratic principle of "rep. by pop." And so we are taking the eighth decennial census of Canada in the present year.

While the census, in its historic aspect, is enormously useful to the historian and the teacher of history, the current census is no less important to the teacher of geography. Such teachers find that, for example, after a new census has been taken and its results published, facts published in previous editions of their school geographies are out of date, and there is a demand for new editions with up-to-date information on populations of provinces, cities and towns, etc. Especially in a new country like ours we want to have the latest information on how far we have progressed in our struggle with the forces of nature—how far we have actually occupied and turned to account the enormous areas included in the Dominion. One of the best methods of realizing the progress of the nation is to use the dot maps showing the density of population in various parts of the country at different censuses.

Again, the census of agriculture is of primary importance to the farm population and to the rural teachers who depend upon the farmers for their living. The agricultural census of 1941 will collect a vast amount of information about farmers and farm population, farm labour, farm acreage

and tenure, farm values, farm machinery, farm mortgages and agreements for sale, farm gardens and orchards, co-operative buying and selling, condition of farm land, production of cereal and root crops, farm live stock, poultry and eggs, dairying, fur farms, pure-bred stock, etc. The more that Governments know on all these subjects, the better will they be able to devise sound agricultural policies for the betterment of the industry.

Further, the housing of the population of Canada is certainly not all that it should be. The census of housing, though on a sample basis, will doubtless reveal deficiencies that may be corrected in the coming years.

Teachers, then, are asked to direct the attention of their classes to this great national roll-call, which begins on the second of June, and to emphasize the importance of their being included therein with all the information correctly given. As a stream cannot rise higher than its source, so a census cannot be more complete and correct than the information supplied to the census enumerator.

Teachers should also remind their classes that enumerators and all other census officers are sworn to secrecy, and the information given to the enumerators cannot be used against the giver in any court of law or revealed to any taxing body. Teachers who call the roll in their schools every day will render a public service by assisting the Government in its decennial roll-call of the nation.

R. H. COATS, Dominion Statistician.

## Suggested Appeal to School Children Re Census

Every school has a register of children in attendance and the roll is called every day. Every year, at the end of the school year, the teacher is required to make up the record of attendance and send it in to the Department of Education. In it are recorded the names and the ages and the grades of each of the pupils. The roll call and the records made from it are very important as showing the standing of your school and of each of its pupils. You would not like to be left out of the roll call when all your friends and playmates were in it.

Just in the same way, Canada has its roll call, though the roll for all Canada is called only once in every ten years, in the years ending in "one", like 1941. This is the year of the roll call, and the roll will be called in June, just when you are beginning to think of your summer holidays.

Every ten years since the Dominion was formed in 1867, there has been a roll call of all the people in the country. The first was in 1871 and the last in 1931. The last roll call was the seventh in the history of the Dominion and this will be the eighth. This roll call is called the census.

You older children of ten years of age and more were recorded in the roll call or Census of 1931, and now you must take care that you are all recorded in the Census of 1941. Perhaps you will not have to answer the roll call yourself, but if not your father or mother or the head of the house in which you live will do so for you and tell the man, who comes around to your house to take the Census, all about you, or at least all that is asked for at the Census. The Government at Ottawa wants to know the answers to all the questions that are asked about everybody living in the country in June, from babies to grandfathers and great-grandfathers, since correct answers to these questions will help them to run the country better during these next ten years. See to it that you are not left out of this roll call of all Canadians, since if you should be left out, people might think that you were not a Canadian at all. There will not be another chance to answer this roll call of

all Canadians for ten whole years; so make sure that you are not missed this time.

Again, the man who comes around to every house asking questions is interested not only in people but also in live stock, since the Government wants to know how many horses and cattle and sheep and pigs and hens and chickens there are in the country, because we get a lot of our food from cattle and sheep and pigs and poultry. Also the Government wants to know how many horses are available for farm work and for drawing wagons and sleighs. Moreover, the Government wants to know all about the grain that is grown in the country, the root crops, vegetables, fruits and so forth, so that we may be sure that we have enough food for our own use and enough to send out to other countries in exchange for the things that we bring in from them. You are very lucky to be living in Canada at this time, because in many countries, owing to the war, children do not get enough things to eat.

Again, the Government wants to be sure that we all have enough to wear. Some of our clothes are made from wool; some of our clothes are made of cotton, which is brought from the Southern States, as the cotton plant will not grow in Canada. Also, some of our clothes are made from silk, which is made by silk worms in Japan and which we get in return for the goods which we send to that country, just as we send goods to the United States in exchange for their cotton.

Next the Government wants to make sure that all Canadians have proper shelter against the cold of our Northern winter. Therefore, the Government is asking a lot of questions about houses in this census to see whether there are enough houses and houses of the best kind to give shelter to the people and make them comfortable. If the Government finds that there are not enough houses of the right kind, it may help to provide them by lending people money to enable them to build houses.

See to it, then, that you are not missed in the great roll call that will be made in June throughout the whole length and breadth of Canada, from Sydney to Prince Rupert and from the Great Lakes to the Arctic Ocean. And tell your fathers and mothers that the answers should be right.

R. H. COATS, Dominion Statistician.



## GUIDANCE TOWARDS TEACHING

### A Special Memorandum to Principals of Schools Relating to Normal School Enrolment

About this time last year, and the year before, the Department of Education sent to all principals of schools in the towns and cities a memorandum on the "Selective Training of Teachers", asking high-school principals to use the course in "Vocations and Guidance" for the purpose, amongst others, of discovering students who are interested in the profession of teaching and possess the abilities and personal qualities required in good teachers, and of encouraging such students to seek the necessary professional training at the College of Education or a Provincial Normal School.

The Minister of Education has recently pointed out to teachers the fact that young women who are eligible for teacher training have "an excellent opportunity to assist with Alberta's war effort by entering the teaching profession and remaining there during the war period."

This statement does not mean that the requirements for admission to the Normal Schools are to be lowered. It does mean, however, that many high-school students who would be A1 recruits for teaching may take up some other line of work unless their high-school principal takes the responsibility of making clear to them their opportunity for service in the teaching profession.

Students who have mental ability and scholarship above the average, a good command of the English language, a sound and attractive personality, and good physical health, are persons of whom good teachers can be made. The Normal Schools and the College of Education need as many persons of this calibre as can be induced to present themselves for admission, providing they can satisfy the admission requirements.

#### How You Can Help

1. Encourage students who are properly qualified to seek admission to the Normal Schools or the College of Education this year.

2. If you are a teacher or principal serving a Divisional Board, report without delay to your Divisional Superintendent the names of your students who are qualified to enter the Normal Schools, or the College of Education, and who intend to do so this year. The Superintendents will be glad to summarize these reports and advise the Department.

3. If you are a principal of a village, town or city school not in a Division, report without delay to the Supervisor of Schools, Department of Education, Edmonton, the names of your students who are qualified to enter the Normal Schools, or the College of Education, and who intend to do so this year.

4. Return to the Department immediately, if you have not already done so, the questionnaire, properly completed, which was attached to your copy of the Minister's recent memorandum, dated May 8, 1941.

#### REVISION OF THE PROGRAMME FOR THE INTERMEDIATE SCHOOL

The 1941 revision of the Programme of Studies for the Intermediate School is now available for distribution, and will be sent to all schools of the Province. In this revision the list of books for individual reading in Grades VII, VIII and IX has been greatly extended. These books are listed

on three levels of reading ability, rather than by school grades.

The course in Elementary Bookkeeping and Junior Business has been superseded by a new course described as "Community Economics," based on ten projects, from which the teacher and class may select six for the year's work. Each project will have appropriate correlations with Arithmetic, Social Studies, Home Economics and General Shop. Material for the projects will be available from the School-Book Branch in complete sets, each including a list of the projects with detailed outlines, directions for teachers and pupils, and forms for the use of pupils.

The courses in Physical Education, General Shop and Home Economics have been entirely rewritten, and the lists of reference books have been revised.

#### Book-List for the Intermediate School

Before the opening of the schools in September, the department will have printed for distribution a complete classified list of all the books recommended for the use of teachers and pupils in intermediate grades, together with other books suitable for these grades, that are carried in stock by the School-Book Branch. Every teacher of these grades should have a copy of this list which will be sent to all schools before September 1st.

A Minimum List of Books for the Intermediate School will be set out, as part of the Book-List. School Boards, Principals of Schools and Divisional Superintendents are asked to make use of the Book-List in providing every intermediate-school classroom with a reasonably adequate classroom library, according to the requirements of the Programme of Studies for the Intermediate School.

#### ERRORS IN SCIENCE LIST

On page 111 of the 1941 revision of the Programme of Studies for the Intermediate School, there are two references to a book by Limpus and Shore. These references should be struck out.

Similarly, on page 112, the reference to a book by Vanbuskirk and Smith should be deleted. This book is out of print.

#### CALGARY SUMMER SCHOOL

The department of Education's Summer School at Calgary will be conducted in the Western Canada High School, Calgary. The Shop Courses and courses in Home Economics, offered in former years at the Provincial Institute of Technology and Art, will be offered this year at the Edmonton Summer School. All applications for summer school enrolment, whether at Calgary or at Edmonton, are to be addressed to the office of the Supervisor of Schools, Department of Education, Edmonton.

N.B.—Attention is directed to the following change in the programme at Calgary.

General Mathematics (Course No. 50), because of the low enrolment, will not be offered this year. In its place the course in Educational Measurement and Tests (Course No. 34) will be offered from 9:45 to 11:15 every morning.

#### SPECIAL EXAMINATION IN COMMERCIAL SUBJECTS

Teachers wishing to obtain standing in commercial subjects may write examinations at the beginning of the summer session. The schedule of examinations follows:

**Wednesday, July 2:**

- 8:30 Commercial Arithmetic.
- 10:30 Commercial Law, Typewriting I and II.
- 1:30 Bookkeeping I, Typewriting I and II.
- 3:30 Bookkeeping II.

**Thursday, July 3:**

- 10:30 Stenography II.
- 1:30 Economics.
- 3:30 Stenography I.

Tests in Typewriting I and II may be taken at either time provided. These will be given at the Garneau School (84 Ave. and 112 St.). The other tests will be held at the University.

A fee of \$2.00 is payable at the time of the examination for each examination taken. Teachers are urged to notify the office of the Supervisor of Schools of intention to write.

Examinations will be provided in Calgary as well as in Edmonton.

**IMPORTANT NOTICE RE EDMONTON SUMMER SCHOOL**

The Department of Education and the authorities of the University of Alberta wish to call the attention of intending summer-school students to the following statement:

1. Three residence buildings of the University—Assiniboina Hall, Athabasca Hall and Pembina Hall—have been placed at the service of the Department of National Defence, and will not be available for student use this year.
2. It is hoped that St. Stephen's College and St. Joseph's College, both on the campus, will be available for men students.
3. Students who are familiar with the city are advised to make arrangements for living accommodation, through relatives or friends if possible, before the opening of the session.
4. Those intending to make advance arrangements should note that courses will be carried on at the following centres:
  - a. All Faculty of Arts and College of Education courses at the University.
  - b. The Workshop Course (8:30 a.m.-11:55 a.m.), directed by Mr. G. K. Haverstock, at the King Edward Junior High School, South Edmonton, at 101st St. and 85th Ave.
  - c. Course No. 35, The Activity Programme for Division I,  
Course No. 36, The Activity Programme for Division II, and
  - d. Course No. 37, The Programme for the Intermediate School—all three courses directed by Mr. G. Dunlop, also at the King Edward Junior High School, South Edmonton at 101st St. and 85th Ave.
  - e. The courses in General Shop and Home Economics previously given in Calgary, at the Edmonton Technical High School (North Side at 101st St. and 107th Ave.).
  - f. Commercial Courses at the Garneau School (South Edmonton at 84th Ave. and 112th St.).
- f. All other Department of Education courses at the University.

Students not familiar with the city should keep these locations in mind when making arrangements for living quarters.

5. There will be available at the time of registration catalogue cards giving full information on available boarding places, apartment residences and housekeeping rooms, with rates per week.

6. A check-room will be established in the Arts Building at the University during the registration period, where, without charge, students may leave hand-baggage while making arrangements for living quarters.

**SUMMER FARES**

**Announcement from Canadian Passenger Association:**

"The following arrangements have been authorized, insofar as reduced fares are concerned, for Summer Schools to be held during 1941:

**From Stations in Canada to Summer Schools conducted by Universities or Colleges in Canada.**

Rate of fare and one-third on Certificate Plan regardless of number in attendance, for teachers, pupils, and their families travelling from stations in Canadian Passenger Association, Western Lines Territory to Summer Schools conducted by Universities or Colleges located in Canada. Tickets at regular one-way first class or coach fare and standard convention certificates to be issued on the going trip during period of three (3) days prior to opening and first three (3) days of the Summer School (Sundays excluded in both cases). Certificates when properly signed by the principal, or other authorized office, of the college and presented to ticket agent within three (3) days (Sundays excluded) of closing date of Summer School, to be honored for tickets for the return journey at one-third of the regular one-way first class or coach fare to destination. Validation by Special Agent not required. Tickets to bear limit of thirty (30) days from closing date of Summer School and to permit stopovers."

**"HELP THE CHILDREN" FUND**

The scholars of the Blackpool Schools are trying to do something to relieve distress among the children in the badly bombed areas of Great Britain. Since a fund has been started from which grants can be made to those towns where the need is greatest, the Stamp Club at the Blackpool Grammar School has now offered to help the Fund, by selling Foreign and Colonial postage stamps. The Club's only difficulty lies in securing supplies of stamps to sell; and it has been suggested that children in other countries might like to help. All they have to do is to save used specimens of their own local postage stamps and forward them to—

Mr. E. B. CRAMPTON,  
The Grammar School,  
Blackpool,  
Lancashire, England.

The Stamp Club will do the rest.

Teachers are asked to explain this worthy project to their pupils.

**BLOOD, SWEAT AND TEARS**

This is the title of a collection of speeches by the Right Honourable Winston Churchill, delivered since May 1, 1938. A reviewer has said: "Phrases like these, woven into the tapestry of his addresses, give his utterances a distinction which lifts them out of the ordinary pattern and makes them peculiarly his own. Their beauty lies in their simplicity. There is nothing in what he says that the humblest listener cannot follow. His speeches during the war would make an admirable textbook in English for pupils to study."

This may be had from the School-Book Branch, Department of Education, Edmonton.

**TEA KETTLE INN**  
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## *The Two Types of Children*

HENRI de SAVOYE, B.A., LL.B.

SINCE the aim of education is to fit children to play a role in society, the teacher who fully understands his function will find his deepest delight in predicting what career the children entrusted to his care will embrace.

If a boy has a brilliant mind, it may be surmised that he will be quick at seizing opportunities and will likely become a shrewd business man. But a lawyer also needs a quick mind; and so does an army officer; and so also does a surgeon.

The other qualities of the child must therefore be taken into account in order to predict accurately. If the boy is fond of physical exercises the chances are that he will prefer the career of an officer to that of a merchant; if he likes science the career of a surgeon will appeal to him more than that of a lawyer.

Another important factor in the choice of a career is the surroundings in which the child is placed, the circumstances that happen to influence him. These new factors often deter children from their true vocation. A teacher therefore knows that his prediction regarding the future of his students will seldom become a reality and if he indulges in trying to visualize in advance his pupils' lives, he realizes that it is more or less a hazy plan of his own imaginative faculties.

A much more definite study would consist for the teacher in investigating the fundamental character of his students' minds. I am here using the word mind in a broad sense, to include both intellectual and emotional faculties. Now the teacher would stand on a firmer ground, as he would deal with the inborn proclivities of the children.

We find that in some children the emotions are comparatively weak; if not naturally weak they are repressed. Those children belong to the pure intellectual type and their main quality is that of analyzing. Why do they analyze? Because they doubt, they are skeptical, they want to know for themselves. Therefore they ask questions, they challenge the teacher. That type of mind stands by himself, wants only to satisfy himself, does not care about the others. One communicates with others through emotions, but that type has no emotions or suppresses them. If a child of that nature becomes a medical doctor, he will be driven to that career by the scientific spirit, the spirit of research, the desire to know more in order to satisfy his own thirst for knowledge.

Another child will desire to be a doctor in order to help his fellow men. This child mainly belongs to the emotional type; but in order that he may have the will to pursue hard studies he must share a good deal of the intellectual type. If he were almost purely emotional, if all his being were at the mercy of emotions, he would give himself up without reservation for the welfare of other men.

What would he exactly do then? The definite line he would follow depends on two things: the nature and amount of his other faculties, the surroundings and circumstances that influence him. If his physical nature be energetic he may turn to politics and devote his life to the defence of the weak. If he knows friends engaged in social welfare he may join them in their work. If she happens to be a Roman Catholic girl, she will enter a convent; then according to the bent of her mind and also to the road some of her friends have already taken, she will either be a nursing sister in a hospital or become a cloistered nun spending her time in prayers for the weak souls.

I have just indicated the broad division of the two essential types of human minds, the intellectual and emotional. This may open a vista to teachers who are not fully satisfied with teaching spelling and arithmetic, but are anxious to penetrate into the deeper recesses of their students' minds.

## TEACHERS Attending Summer School in Edmonton

should avail themselves of the opportunity  
to become better acquainted with

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# Local News ♦

## ANDREW

The meeting of the Andrew Sub-local on May 2nd was the best attended this year. The meeting opened with a talk on English given by Miss Filipkowska. In the discussion that followed it was suggested that all the members assist in compiling a list of errors in English commonly made by pupils within this Sub-local. A committee to continue this work will be set up later. The main business however was the hearing of the report on the A.G.M. which was presented by L. L. Kostash, the newly elected Representative for North Eastern Alberta. He reviewed the important resolutions passed at the A.G.M. as well as the legislation passed at the recent session of the Alberta Legislature. He also announced a rally of the teachers of the Lamont Local to be held at the Andrew School on June 7th. The Andrew Sub-local will hold its final meeting for the year on June 20th at the Bowkina School.

## BLACKIE

The last three meetings of the Blackie Sub-local have been mainly devoted to making arrangements for a Sports Day to be held in Blackie on May 16. Both public and high school pupils from the towns of Mossleigh, Herrinton, Brant and Blackie will enter as well as several neighboring rural schools. Softball games will be played. Mr. Doug Pakenham was appointed chairman of the Sports Day Programme Committee which consists of five. At the last meeting on April 23 at Mossleigh, Mr. Burns Scott, delegate to the A.G.M., gave a fine report on the Easter Convention.

## BOYLE

The regular meeting of the Boyle Sub-local was held in the Warren High School room on May 10. The major part of the day's programme consisted of: (1) The report of our representative to the Divisional Board, Mr. MacLean, regarding Salary Schedules; and its ensuing discussion; and (2) Open Forum concerning Formal Teaching, and the degree of attainment achieved by Enterprise Work in a rural school. Both practical and amusing experiences added to the interest of this discussion. Arrangements were made for a social evening on May 31, at which we hope all Boyle district teachers will be present. A dainty lunch was served at the home of Mrs. MacLean at the close of the meeting.

## BRUCE

The April meeting of the Bruce Sub-local was held in the Bruce School on April 26. Miss Collier gave an interesting report on the Easter Convention. Preparations were made for the Elimination Track Meet which is to be held in Bruce on May 23. The day ended with a delicious lunch served by Mrs. Hemphill and Miss Jean Foster.

## CHIPMAN

The Chipman Sub-local held its last meeting at Chipman on April 25. Mr. V. J. Diederichs presided with Miss N. Kudryk acting as secretary. Mr. M. Krasnowski, the councillor and delegate to the Easter Convention gave us a very interesting account of the convention. A lively discussion followed regarding salary schedules and pensions. The general consensus was that the convention was very successful. Most of the teachers have applied for the Math. diagnostic tests. A delicious lunch was served by the village teachers. The Chipman Sub-local can look back on the meetings in the year 1940-41 as very worth-while. The meetings were well attended and many problems were discussed. We wish to thank the Chipman teachers for their efforts in making our meetings a success. The last meeting is to be in the form of a hike. All the members are cordially invited.

## CLANDONALD-DEWBERRY

A meeting of the Clandonald-Dewberry Sub-local was held in Clandonald Separate School on April 25. There was quite a good attendance. Arrangements for Musical Festival, and for Track Meet were discussed. The Musical Festival will be at Clandonald on May 23. The Sub-local Track Meet Eliminations were set for May 31 at Dewberry. Mr. Aalborg gave an interesting and comprehensive report on the Easter Convention. Salary Schedules for the present, and for next year were discussed at length. The meeting went on record as being in favor of the Salary Committee of the Local working for increased increments. Discussion of the latter matter was pleasantly punctuated by lunch. The meeting adjourned quickly upon the remark that the lights would soon go off.

## CLOVER BAR

The regular meeting of the Clover Bar Sub-local was held in Masonic Temple on May 3rd. Mr. J. Sandercock gave a report on the Easter Convention. Discussion followed on the proposed health unit to be established in the division. Pamphlets on the Rural District Health Unit issued by the Department of Public Health were distributed among the teachers present. Plans were made for a picnic to be held on Saturday, June 14th at White Mud.

## COALHURST-NOBLEFORD

The regular meeting of the Coalhurst-Nobelford Sub-local was held at Barons on April 24. After the usual preliminaries, suggestions were offered for an appropriate means of concluding the school year. It was finally decided to have a dance at Coalhurst on June 6th. Mr. White was chosen to be in charge of arrangements, while the Executive agreed to hire an orchestra. There was some discussion as to whether the Annual Track and Field Day should be held in the spring or fall term. However, it was suggested that this event should continue in the fall. Mr. Gaudette and Mr. White then gave detailed reports on the A.G.M. At the conclusion, a tasty lunch was served by the Barons staff.

## COLEMAN

The Coleman Sub-local met on April 22 in the Coleman School. Mr. Ondrus, the president, presided over the business part of the meeting. Mr. Hoyle then took charge of the meeting and a discussion followed on sending delegates to Summer School to take the workshop course. Mr. Hoyle then gave a talk on professionalism.

## CONSORT

The monthly meeting of the Consort Sub-local was held at the home of Mr. Elliott. The members of the Monitor Sub-local were guests. Our representative at the A.G.M. gave a report. On May 7 the Consort Sub-local held a Festival in the Consort hall. The following schools were entered: Neutral Valley, Silvercrest, Willow Brook, Silver Beach, Little Gap, and Consort Consolidated. Entries in solos, duets, choruses, rhythm bands, elocution, dramatics, and physical training and choral speaking were presented. The adjudicators were Mrs. Wournell and Mrs. Thoroughman of Veteran and Mrs. Liggett of Coronation. A selection from some of the better items of the day's contests made up the evening's program. It is hoped that the keen interest shown in the festival this year may continue and that the school festival may become an annual event.

## COWLEY-LUNDRECK

On March 8th the Lundbreck and Cowley Sub-local was organized for the first time at the Lundbreck school. The officers elected were: President, Miss N. McWilliams; Vice-President, Miss Burke, Secretary-Treasurer, Mr. Peter Iwasluik; Press Correspondent, Miss M. K. Fournier. The members present held a lively discussion on the distribution of the Circulating Library. The Hospitalization scheme was also discussed.

The monthly meeting of the Cowley-Lundbreck Sub-local was held at the home of Miss N. McWilliams. The business of the meeting was devoted to the Track Meet to be held June 6. Following an enthusiastic discussion, plans for the track meet were outlined in detail. Teachers will be sent a copy of the schedule in due time, and will be informed of their duties in assisting in the general management of the field. It was decided to hold our meetings the third Saturday of each month; the circulating library to be the topic of discussion. A very enjoyable lunch served by the hostess brought the meeting to a close.

## HAIRY HILL

The Hairy Hill Sub-local met in New Hairy Hill on April 5th. The Councillor's report and discussion of the resolutions were the main features of this meeting.

The regular meeting of the Hairy Hill Sub-local was held at Shepennit school on April 25. Mr. Shemeluck gave a detailed report of the A.G.M. Mr. Shavchuk and Mr. Taschuk reported on progress made in Reading and Arithmetic remedial work. A softball league was formed. The first games are scheduled for Friday May 2. A very delicious lunch was served by Mr. and Mrs. J. Urchuk.

## KITSCTOTY-BLACKFOOT

There have been two meetings of the Kitscoty-Blackfoot Sub-local this Spring, both at Kitscoty. On March 29, a short afternoon meeting considered resolutions for the A.G.M. and gave instructions to the delegate.

At the April 30th meeting there were three main items of business. Salary proposals were considered, and recommendations made to the Local Executive. Mr. de Grace presented a full and clear report on the Convention, covering progress at the business sessions and outlining briefly the general sessions. Arrangements were discussed for the Track Meet at the end of May, and committees were set up to take charge of various phases of the work.

## LETHBRIDGE

The Lethbridge District Local Council met on May 17th at the Marquis Hotel. Mr. A. Simcoe, the President was in the chair. The

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delegates to the A.G.M. under the chairmanship of Mr. White made their reports. Appointments to the Fall Convention Committee were made.

#### MORINVILLE

On April 25, 1941, the Morinville Sub-local had its meeting at the home of Miss Raymonde Perron in Morinville. The attendance was good. We were honored by the presence of Inspector Scott who gave us a talk on Social Studies. Everyone enjoyed the evening very much. The meeting finished with a delicious lunch.

#### MEETING CREEK

The Meeting Creek Sub-local was organized on March 8th with the following officers: President, L. O. Brown; Vice-President, Miss Edna Pratt; Secretary-Treasurer, B. L. Lomnes; Press Correspondent, J. Humphries.

The April meeting of the Meeting Creek Sub-local was held in the school on April 5th. J. Humphries gave a brief talk on the Thorndike-McCall Reading Tests which have been used in the Camrose S.D. A number of points regarding the scoring and the interpretation of scores were cleared up. A quiz was then conducted with the winner, Mr. Bennie Lomnes, rewarded with a War Savings stamp. Miss Linfield and the Meeting Creek staff served lunch.

#### MORNINGSIDE

A meeting of the Morningside Sub-local was held at Birch Lake School on May 9. Plans were discussed for the track meet to be held at Morningside on May 22nd. Mrs. W. J. Morris gave a financial statement of the projector money. Films were chosen for the next circuit. After the meeting the teachers were served a delicious lunch by Miss Shearer, at the home of Mrs. May.

#### MOUNT RUNDLE

On March 25 the Mount Rundle local met in the Canmore School. The questionnaire on hospitalization was considered. Most of the group were in favor of some scheme of hospitalization. Mr. Robbins reported on the meeting of the Salaries Committee in Calgary. There is to be a definite salary schedule for town schools, which is to come into effect shortly. Mr. Brown and Mr. Archibald were elected delegates to the Easter Convention, and were instructed to vote as they saw fit.

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#### MYRNAM

On May 3rd twenty teachers, including Mr. W. Taschuk, our guest from Willingdon, constituted the largest attendance at one of our most successful meetings. Mr. W. Chorney reported a healthy financial situation as a result of the reimbursement of our funds by the School Fair secretary. Mr. Paranych gave an interesting book review on primary arithmetic. Following this, a movie schedule was adopted as also was Mr. J. Dubetz's tentative Field Day report. Mr. M. Meronyk's A.G.M. report provoked considerable discussion and evinced a desire from the body that it be continued at the Morecambe meeting on May 31st. Mr. W. Dzogolyk gave a book review on silent reading and distributed tests for its purpose. Following adjournment, all teachers partook of a delicious lunch at the local confectionery.

#### OYEN

The teachers of the Oyen Sub-local met at the home of Mr. W. S. McDonald on April 5, 1941. The first item of business was the election of a delegate to the Edmonton Convention. Miss Vada Haddigan was elected by acclamation. Following this came a discussion on the proposed resolutions for the Provincial Convention. The following resolutions were passed at the meeting: (1) That the secretary of the Oyen A.T.A. inform the Executive of Acadia Local that the Oyen Sub-local was not in favor of a final Musical Festival and that we have a Sub-local festival on May 17th provided there was no final festival. (2) Resolved that the Executive of Acadia Local endeavor to obtain an increase in the salary schedule, such increase to be in proportion to the increase in the cost of living. (3) Resolved that this meeting go on record as being in favor of a one per cent levy on all teachers in Acadia Local towards War Savings Certificates such levy to be deducted from salary. (4) Resolved that this meeting be in favor of one dollar per teacher per year to be contributed to war services. The idea of Visual Instruction for schools in the Sub-local was next considered. Mr. S. McDonald was appointed to investigate the feasibility of obtaining a projector to be used for Visual Instruction in the Oyen Sub-local.

#### PARADISE VALLEY

A very well attended meeting of the Paradise Valley Sub-local was held at Paradise Valley High School on April 30th. Mr. Frank Welsh, the Sub-local's delegate to the Edmonton Convention, interested the meeting very much with his report on business done. A list of the resolutions which were passed were given, also the Local speakers and the circumstances surrounding them were explained. For the benefit of the meeting Mr. Welsh also read those resolutions which were not passed, and commented briefly on them. Mention was made of the special speaker, Dr. Harold Rueg, also the two local speakers who did so well on difficult subjects. It was pointed out that a copy of Dr. Rueg's speech was in The A.T.A. Magazine. The meeting next brought up the topic of festival and arrangements were completed, two committees being appointed to entertain adjudicators and arrange for the banquet. It was decided the elimination track meet should be held at the Paradise Valley sports ground, where everything would be in readiness on May 24th. The deadline set for track meet entries was May 17th, and these were to be mailed to Mr. A. Lampitt. The salary schedule which had been drawn up and sent out by the Divisional board for teachers' approval stirred up a great deal of interest. Many topics were brought up under this as, "Can we hope at the present rate of payment to keep on improving our educational standard?" and "How much is experience

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worth?" also "What should be the ratio of money spent by the public to educate their children, compared with amount spent on other items?"

#### PICKARDVILLE-BUSBY

The April meeting was held in Pickardville High School on April 26th. Our teachers met at 7 p.m. to discuss usual business. The chief topic of discussion was the Track Meet. At 8:30 p.m. representatives from districts around Busby and Pickardville joined the meeting to form a Track Meeting Association. Great interest was shown. It was decided to have the track meet in Pickardville May 30th. Seven schools are competing. Ribbons and cups will be given as prizes. Our Sub-local president, Mr. F. Walker was elected president of the Track Meet Association. The next meeting will be held in Busby school.

#### ST. PAUL

The St. Paul Sub-local held its last meeting on March 29 in the St. Paul High School. The main item of discussion was the possibility of securing a projector for our local or a part of it. A committee was appointed to investigate this possibility thoroughly. A few resolutions for the Easter convention were discussed among the teachers present.

#### SUNDRE

The Sundre Sub-local held a special meeting on April 26th to prepare for their Track Meet on May 30, in which all the schools will take part, and to lay plans for the programme for the benefit of the Red Cross on May 17. In the latter item each school entered from one to four short songs or dramatic numbers and gave a very fine entertainment. A large sum was raised for the Red Cross. Much interest was taken in the community singing. Several Olds teachers are planning to come to our next get-together. A number of the teachers attended the two meetings of the School Fair held recently and there is a greatly increased interest being taken in the 1941 Fair.

#### STRATHMORE

The regular monthly meeting of the Sub-local was held at Carseland. The report of the Health Committee was given by Mr. Roy Eyres. The discussion which followed brought up the question of from what sources does opposition arise? The teachers are to carry on increasing information re Health Units. Mr. Crowther gave the report of the recent convention held in Edmonton, in which he discussed changes in the School Act, Teachers' Pensions and the Salary Schedule. The Sports Meet will be held May 16, at 10 a.m., Mr. Eyres and Mr. MacKenzie to draw up a programme. An interesting discussion on discipline was led by Miss Kennaugh and Mr. Clark.

#### SMOKY LAKE

One of the most successful meetings in the history of the Smoky Lake Sub-local was held

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in the Smoky Lake High School on April 26. There was almost 100 per cent attendance to hear a number of very instructive and stimulating talks. Mr. John Achtymichuk described the formation and training of a school band. His exposition was made particularly vivid by the fact that he illustrated his points with selections from his own band. He was followed by Mr. Lobay who discussed the problems of teaching singing to junior classes and suggested methods of solving the problem of the monotones. Miss Nellie Salamandrich gave many helpful pointers on the teaching of art, with particular emphasis on landscape painting and figure drawing. Main business of the meeting was concerned with drawing up plans for the Music Festival to be held at Smoky Lake on May 23rd, and the Athletic Meet scheduled for the same centre on May 30th.

#### SWALWELL

Swalwell Sub-local held its monthly meeting on April 8th at the Berkley School. It was decided that the Sub-local schools would hold their Spring Track Meet on May 9th at the grounds of the Swalwell Intermediate and High School. All surrounding schools are invited to

participate. Mr. S. A. Franklin was elected representative to the Edmonton Easter Convention of the A.T.A.

#### TURNER VALLEY

The regular monthly meeting of the Turner Valley Sub-local was held at the north High School on May 13th. Miss J. McNally and Miss B. Beckman each gave an interesting and instructive report on the Easter Convention. Miss McNally explained the decisions reached concerning Hospitalization, Insurance, and Pensions. Miss Beckman reviewed the addresses given by the famous American professor, Dr. Rugg, especially noting the message of good will and co-operation that this eminent education has brought from the whole American nation. At the conclusion of the reports the meeting decided to hold their picnic at the north end of the Valley on the second Tuesday in June.

#### TWIN BUTTE

A meeting of the Twin Butte Sub-local was held at Twin Butte on April 25. Mr. S. Richards was appointed as president, and Miss C. Grant as secretary. Arrangements were made for a ball league, and for a track meet.

#### VERMILION

The April meeting of the Vermilion Sub-local was held in the Elk's Hall, Vermilion. It was decided to hold a Sub-local track meet, and a discussion took place regarding it. Mr. Bussard was put in charge of the Elimination Committee. The proposed change in the Salary Schedule for the Division was outlined and the desires of the Sub-local in this matter were expressed to the Councillor.

#### VIMY

The April meeting of the Vimy Sub-local was held on the 22nd at the home of Miss Lucy Zadunayski, Waugh. Preliminary plans were drawn up regarding the next social function which is to be held for the purpose of raising funds for the moving picture machine. After the financial business of the meeting was settled, Mr. Andruski, who acted as delegate to the Easter Convention, submitted his report. The outstanding features of the Convention were carefully expounded by the delegate. These proved to be of considerable interest to all.

#### WILLINGDON

The monthly meeting of the Willingdon Sub-local was held at the home of Mr. and Mrs. Leo Kunelius on May 9th. Mr. Stanley Clarke, principal of the Two Hills School, gave a comprehensive report on the provincial A.T.A. convention. The recent amendments to The School Act and the proposed salary schedule for village and town schools provoked much discussion. The Sub-local accepted the invitation of Mr. Steve Shewchuk of Borowich to meet on the 13th of June at his home.

#### WINTERBURN

The Winterburn Sub-local held its regular monthly meeting on April 13 in the Masonic Temple. The main item of discussion was the Musical Festival. It was decided to ask the City of Edmonton for the use of Clark Stadium for the Winterburn Track Meet since the South Side Athletic Grounds would not be available on May 23rd.

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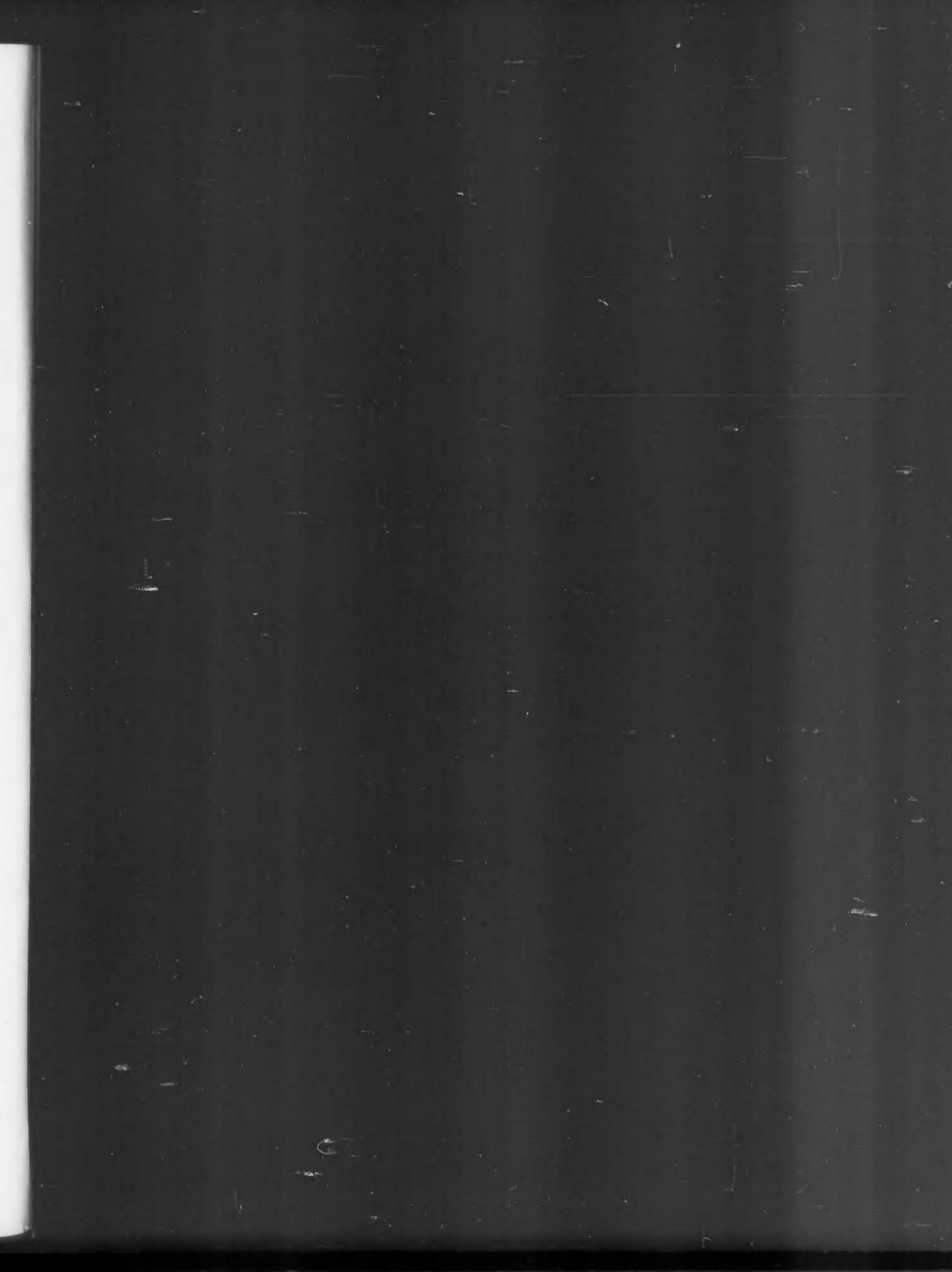
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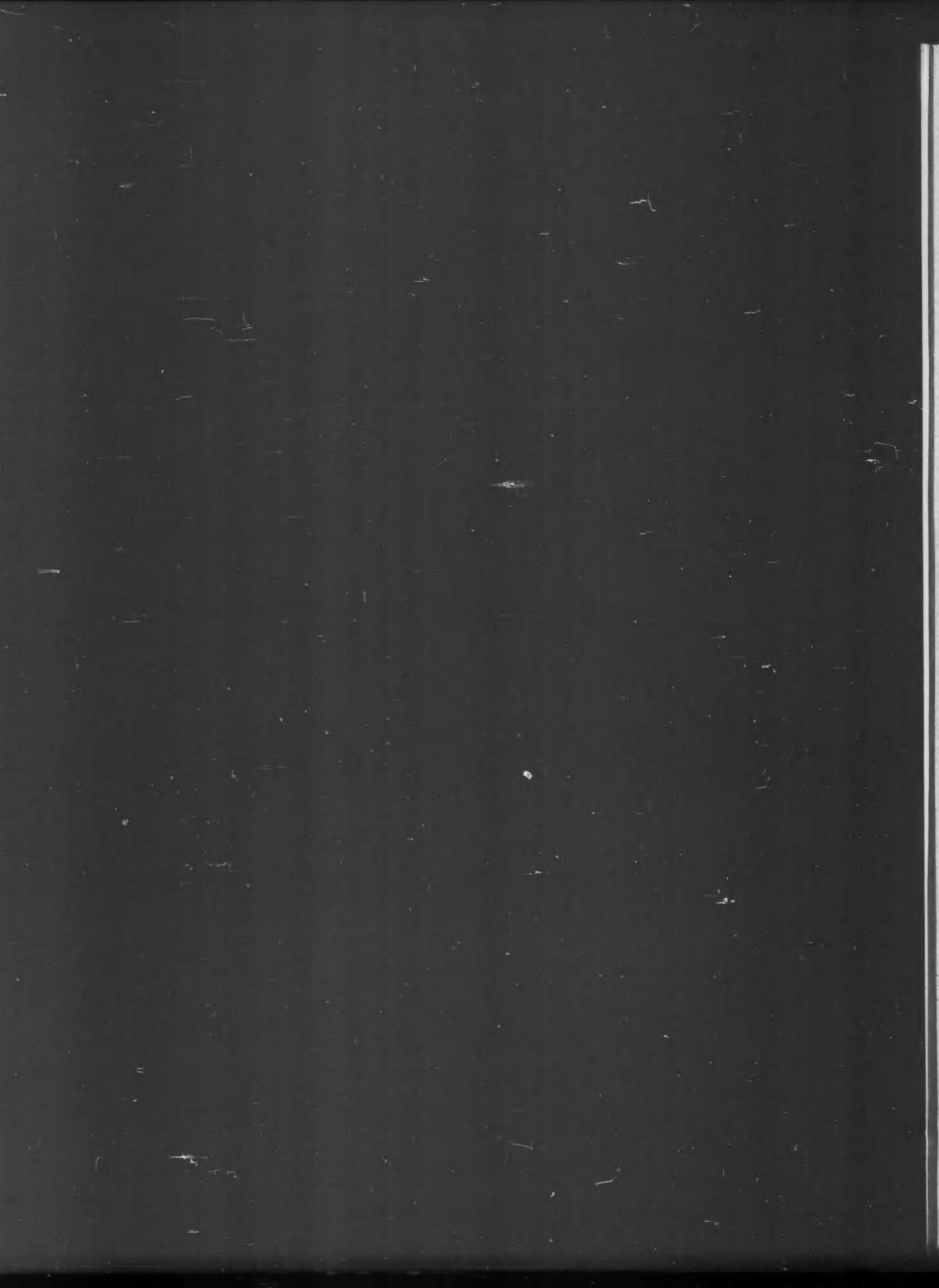
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